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ABSTRACT

This document presents a teacher resource manual to use with the Health and Personal Life Skills Curriculum Guide for junior high school students developed by the Alberta Department of Education in 1986. It provides practical suggestions to teachers, with emphasis on evaluation in the affective domain, teaching the elective portion of the curriculum guide, and teaching the optional curriculum sections on human sexuality. The introduction discusses the program rationale, organization, methodology, sensitivity, human sexuality section, evaluation, instructional methods, resource materials, community agencies and contacts, and visitors. Chapter 1 concerns evaluation and the curriculum and explains the yearly evaluation program, general evaluation activities, and examples of evaluation activities from each of the five curriculum themes: (1) Self-Awareness and Acceptance; (2) Relating to Others; (3) Life Careers; (4) Body Knowledge and Care; and (5) Human Sexuality. Chapters 2, 3, and 4 present each of the first four themes for grades 7, 8, and 9, respectively. Chapter 5 contains the recommended teaching strategies for the optional theme of Human Sexuality by discussing parent and community involvement and the teaching of human sexuality in junior high grades. The activities recommended in the book are based on the curriculum guide and should be used to complement the guide and the authorized learning resources. (NB)

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ED286126

Junior High School

TEACHER RESOURCE MANUAL

Health and Personal Life Skills

CG 020210

1987

Curriculum

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Alberta Education

JUNIOR HIGH
HEALTH AND PERSONAL
LIFE SKILLS

TEACHER RESOURCE MANUAL

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PREFACE

This Teacher Resource Manual provides practical suggestions to teachers. The emphasis is on evaluation in the affective domain, teaching the elective portion of the Health and Personal Life Skills Curriculum Guide (1986), and on teaching the optional Theme V, Human Sexuality.

The activities recommended are based on the curriculum guide and should be used to complement the guide and the authorized learning resources. We hope that you will find the ideas helpful as you implement the new curriculum.

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Associate Director of Curriculum, Junior High Programs:	Jim Brackenbury, Alberta Education
Editors:	Anita Jenkins, Alberta Education Elizabeth McCardle, Alberta Education
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INTRODUCTION

RATIONALE
ORGANIZATION
METHODOLOGY
SENSITIVITY
(OPTIONAL) THEME V. HUMAN SEXUALITY
EVALUATION
INSTRUCTIONAL METHODS
RESOURCE MATERIALS
COMMUNITY AGENCIES AND CONTACTS
VISITORS

INTRODUCTION

RATIONALE

The Health and Personal Life Skills curriculum is based on the Goals of Basic Education for Alberta as adopted by the Alberta Legislative Assembly in 1978, and the Guiding Principles for Secondary Education in Alberta as found in the Secondary Education in Alberta policy statement, issued in June 1985.

ORGANIZATION

The Teacher Resource Manual follows the organization of the Alberta junior high Health and Personal Life Skills Curriculum Guide, 1986. Chapters 2 to 4 are organized by grade, and within each grade, by the themes and sub-themes of the junior high Health and Personal Life Skills curriculum.

Chapter 5 contains the recommended teaching strategies for the optional Theme V - Human Sexuality components for Grades 7, 8 and 9.

Many of the content headings are the same as those in the curriculum guide so the correlating activities will be easily identified.

This manual does not replace the Health and Personal Life Skills Curriculum Guide, 1986, but should be used in close conjunction with the guide and with the BASIC and RECOMMENDED student resource materials.

METHODOLOGY

Within the policy of the local jurisdiction, the selection of instructional methods to be employed to achieve the objectives of the Health and Personal Life Skills curriculum is the professional responsibility of the teacher. It has been demonstrated that students develop appropriate skills and acquire requisite knowledge most efficiently when they are able to participate actively in the learning process. This manual offers a variety of activities which were selected especially to assist students to achieve many of the cognitive, affective and psychomotor objectives of the program, and are interesting and enjoyable for teachers as well as students.

SENSITIVITY

Teacher notes will be found throughout the manual indicating a need for sensitivity in dealing with topics generally considered to be of a personal nature.

THEME V, HUMAN SEXUALITY

Activities for some of the optional Theme V - Human Sexuality content are in Chapter 5 of the manual. Teachers should be aware of local board policies relating to the teaching of this optional theme and should be familiar with the curriculum guidelines which are found on pages 18-19 and 103, 161 and 215 of the Health and Personal Life Skills Curriculum Guide, 1986.

EVALUATION

Within the context of board policy, evaluation in health and personal life skills education should be designed to be both formative (continuous) and summative (end of theme).

It should be based on the objectives which have been listed in the curriculum guide and measure the affective, psychomotor and cognitive objectives of the program. Evaluation serves three major purposes:

a) to assess the curricular program in the classrooms and in the school

b) to assess student achievement

c) to diagnose individual strengths and weaknesses.

Just as it is important to use a variety of teaching techniques, it is important to employ a wide variety of evaluation techniques in addition to paper and pencil tests. Chapter 1 of this manual has been developed to assist the teacher in the various evaluation procedures.

INSTRUCTIONAL METHODS

There are many methods for involving students in classroom activities. Whatever produces the most interest in a particular topic and can help you meet the instructional objectives is the best for that topic. Following are some of the methods teachers may wish to consider as they work through the program:

- students' work displays
- problem-solving activities
- role playing
- observations
- brainstorming
- critical thinking
- dramatizations
- actual experience
- panel discussions
- group projects
- student research
- quizzes
- pantomime
- class discussions
- interviewing
- student presentations
- student produced slides and tapes

RESOURCE MATERIALS

In addition to the BASIC, RECOMMENDED, and SUPPLEMENTARY resources, there is a wide variety of resource materials to consider, many of which will supplement and enrich learning experiences. Some of these are:

- guest speakers
- community agencies
- slides
- videotapes
- posters
- overhead transparencies
- poems
- newspapers
- field trips
- class papers
- slides
- peer groups
- magazines
- books
- photographs
- creative writing
- demonstrations
- filmstrips
- class projects
- art
- school projects

COMMUNITY AGENCIES AND CONTACTS FOR RESOURCE MATERIALS

The opportunity to talk with people involved in health related areas is important in helping students relate what they are learning in class to the world around them. Resource materials provided by many community agencies and health professionals can also reinforce health messages. Look for agencies and contacts such as the following:

- doctors
- nurses
- nutritionists
- dentists
- St. John's Ambulance
- local health units
- Alberta Heart Foundation
- Alberta Lung Association
- The Canadian Red Cross
- Alberta Community and Occupational Health
- Alberta Alcohol and Drug Abuse Commission
- Canadian Cancer Society
- fire departments
- police departments
- Alberta Recreation and Parks
- clergy
- Alberta Agriculture

VISITORS

It is important that clear direction be provided for the visitor to ensure a positive learning experience. It is suggested that teachers follow these guidelines when inviting parents or representatives of community agencies to visit their classrooms:

a) notify the school administration of proposed visit
b) contact the visitor(s) well in advance
c) give the visitor(s) a brief description of information students have received to date about the topic, and your clear objectives for the visitor's involvement
d) acquaint the visitor with the age level of students and their capabilities
e) review the visitor's presentation prior to the visit to the classroom
f) allow students time to react with questions or to form small groups to discuss the content of the presentation and to report back to the guest(s) with their interpretations
g) be sure to thank the visitor. Teachers may wish to have a student thank the visitor or they may choose to thank the visitor themselves.

CHAPTER 1:

Evaluation and the Health and Personal Life Skills Curriculum

A. THE YEARLY EVALUATION PROGRAM
B. GENERAL EVALUATION ACTIVITIES
C. EVALUATION IN THEME I
D. EXAMPLES OF EVALUATION ACTIVITIES FOR THEME II
E. EXAMPLES OF EVALUATION ACTIVITIES FOR THEME III
F. EXAMPLES OF EVALUATION ACTIVITIES FOR THEME IV
G. EXAMPLES OF EVALUATION ACTIVITIES FOR THEME V
H. CONCLUSION

Chapter 1

EVALUATION AND THE HEALTH AND PERSONAL LIFE SKILLS CURRICULUM

Evaluation techniques are an important consideration for any course. This manual considers some of the approaches to evaluation which may be particularly appropriate for the Health and Personal Life Skills program. Where possible, examples of assignments, examinations or other evaluation techniques are given. It should be noted, however, that the types and contents of examinations, and the kinds of assignments, role-plays, case studies and so on are best left to individual teachers who know what specific curriculum areas were covered, what resources were available, and what emphasis was placed on sub-themes and content issues.

The basic textbook series (Lifestyle 1, 2, and 3, and Discovering Yourself, Being Yourself and Knowing Yourself) and teacher manuals also include suggestions for evaluation of each theme.

A. THE YEARLY EVALUATION PROGRAM

Perhaps the first step in developing a comprehensive evaluation scheme is to establish a plan for the number of themes to be presented and what the expectations will be. An overall plan for evaluation, used by Fort Saskatchewan Junior High School during the piloting of the course, is included here as an example. This approach provides a sense of order and organization, indicates a "point value" for each type of evaluation, and allows students to keep an ongoing record of their progress. A teacher might choose to sub-divide general classifications such as "Class Participation" into more specific sections; i.e., "Group Discussion Skills" or "Listening Skills".

NAME: _____ CLASS: _____ GRADE: _____

THEME	I	II	III	IV	V (OPTIONAL)
Assignments & Tests (50%)					
Vocabulary Skills (10%)					
Class Participation (20%)					
Class Attitude (20%)					
TOTAL					
YEAR TOTAL					
% WEIGHTING					
TIME					

B. GENERAL EVALUATION ACTIVITIES

Many teachers include the students' attitudes and participation levels in the evaluation process because much of the program involves class discussion, small group work, effective listening, and examination of personal opinions and attitudes.

Some teachers use an observation system to evaluate and record expected behaviours and participation of their students, using a rating scale of 1 to 10 (i.e. 1 - Never, 2 - Rarely, 3 - Sometimes, 4 - Often, 5 - Whenever Possible, ...). Or they may involve students by asking them to use the same charts to assess their own participation, and count their scores as part of each student's average mark.

SAMPLE OBSERVATION QUESTIONS:

The student:

1.	participates in large group discussions (speaking)	1 2 3 4 5 ...
2.	participates in large group discussions (listening)	1 2 3 4 5 ...
3.	works productively in small groups	1 2 3 4 5 ...
4.	takes a turn at leading or recording in small groups	1 2 3 4 5 ...
5.	often asks questions of teachers and guest speakers	1 2 3 4 5 ...
6.	often takes part in role-play situations	1 2 3 4 5 ...
7.	respects the rights of others to speak or participate	1 2 3 4 5 ...
8.	completes assignments on time	1 2 3 4 5 ...
9.	respects others' rights to privacy	1 2 3 4 5 ...
10.	puts the attitudes learned in class into use outside the classroom.	1 2 3 4 5 ...

The sample observation sheet below might serve as a guide for evaluating students' applications of what is learned. Some teachers may also wish to involve students in self-assessment using the same or a similar guide.

The student:

1.	demonstrates signs of having a positive self-concept	1 2 3 4 5 ...
2.	often acts supportively towards others	1 2 3 4 5 ...
3.	practices and demonstrates a knowledge of decision-making skills	1 2 3 4 5 ...
4.	exhibits signs of concern about health issues	1 2 3 4 5 ...
5.	appears to see importance of maintaining good health and hygiene practices.	1 2 3 4 5 ...

CAUTION: This second type of chart can become very subjective. Teachers should be cautious about using evaluation materials based on their own observations of applied self-concepts, health maintenance, nutrition, and so on. If a student exhibits signs of nutritional, fitness, or cleanliness difficulties, it is better to arrange support and assistance in those areas than to base an evaluation on them.

C. EVALUATION IN THEME I: SELF-AWARENESS AND ACCEPTANCE

Because much of Theme I deals with developing greater self-awareness and discussing attitudes, many teachers have more concerns about evaluation here than in other parts of the course. However, a number of standard evaluation procedures apply as easily in this case as in other portions of the program.

Some basic types of evaluation procedures include:

1. Knowledge of Vocabulary, Concepts and Content

The quiz below is a sample of the type of evaluation that might be used regarding basic information in Theme I.

THEME I: MATCHING TEST

Match the terms on the left with the descriptions, definitions or examples on the right.

1. SELF-CONCEPT	____	a) The strong feelings or beliefs which help guide your life.
2. SELF-RESPECT	____	b) "I'm the greatest ____ around!"
3. SELF-ESTEEM	____	c) Boys should stay out until 12:30 a.m.; girls should be in by 11:00 p.m.
4. EXTERNAL INFLUENCES	____	d) The media, advertising, society, peer group, rock music...
5. INTERNAL INFLUENCES	____	e) The total picture you have of yourself, which may be slow to change.
6. PERSONALITY	____	f) "I wouldn't go out with you if you were the last human being, jerk!"
7. CONCEIT	____	g) Believing in yourself; being proud of your behaviour, values.
8. ATTITUDES	____	h) Your opinions toward school, different races, dating, etc.
9. VALUES	____	i) Relying on many people who, in turn, rely on you.
10. INTERDEPENDENCE	____	j) Often a sense of a lack of power; allowing others to decide.
11. STEREOTYPING	____	k) "All teenagers are druggies!"
12. DOUBLE STANDARD	____	l) The day-to-day and minute-to-minute evaluations of yourself.
13. PASSIVE BEHAVIOUR	____	m) Your friendliness, sense of humour, ability to make friends, etc.
14. ASSERTIVE BEHAVIOUR	____	n) Standing up for yourself in a positive way; respecting yourself and others.
15. AGGRESSIVE BEHAVIOUR	____	o) Personal values, personal attitudes, life experiences, personality...

Some teachers combine this type of matching test with short-answer questions. For example:

a) Compare the terms: ASSERTIVE, PASSIVE, AGGRESSIVE, and give one example of each.
b) What is the difference between SELF-CONCEPT and SELF-ESTEEM?
c) To some extent, every person is dependent on other people. On a separate sheet of paper, list five people and/or organizations on whom you depend.

2. Other Types of Examinations

Although Theme I lends itself to a discussion-oriented approach, testing--other than vocabulary specific testing--is possible.

The "pre-test/post-test" approach, which can show both the teacher and the student how much progress has been made, is commonly used. Two examples, one on content and one on attitudes, are provided here.

EXAMPLE 1: A PRE-TEST ON SUICIDE (FACT OR MYTH?)

Below is a list of statements about suicide. Some items are factual, and others are myths. Circle either "F" (Fact) or "M" (Myth) for each of the following sentences.

1.	People who talk about killing themselves seldom commit suicide.	F M
2.	Suicide is the second most common cause of death among teenagers.	F M
3.	Only certain kinds of people take their own lives.	F M
4.	Males commit suicide more often than females.	F M
5.	Females attempt suicide more often than males.	F M
6.	Those who attempt suicide definitely want to die.	F M
7.	People who attempt suicide just want the attention.	F M
8.	There is nothing you can do for a person who is thinking about suicide.	F M
9.	Most suicides take place without any warning.	F M
10.	Some suicides occur accidentally.	F M
11.	People who have attempted suicide are less likely to try again.	F M
12.	If you talk to people about suicide, you'll put ideas in their heads or prompt them to try.	F M
13.	People who have been depressed often consider suicide.	F M
14.	A tendency to kill oneself is inherited.	F M
15.	Most people who attempt suicide have suffered a major loss of some kind in their lives.	F M

KEY: 1. MYTH - Talking about it is a major clue. 2. FACT - Accidents are number one. 3. MYTH. 4. FACT. 5. FACT. 6. MYTH - Most have very ambivalent feelings. 7. MYTH - Even if it were true, suicide would still be a very serious matter. 8. MYTH - There is a tremendous amount--listening and caring, for example--that can be done. 9. MYTH - In most cases, some prior notice has been given, verbally or non-verbally. 10. FACT - Sometimes people want to bring attention to their suffering, but they misjudge timelines, the role of a HOTLINE, dosages, etc. 11. MYTH - They are many more times likely to try again; the risk increases. 12. MYTH. 13. FACT - Not all depressed people attempt suicide, but most people who attempt have suffered from depression. 14. MYTH. 15. FACT - The loss could be the death of a loved one, the loss of a job, loss of self-esteem.

EXAMPLE 2: A PRE-TEST ON ATTITUDES TOWARDS SEX ROLES

The following statements are about the roles of males and females in our society. For each statement, CIRCLE the number that indicates your opinion about the statement. (See page 82 for example of how this test might be used.)

1 - STRONGLY AGREE
2 - AGREE
3 - UNDECIDED
4 - DISAGREE
5 - STRONGLY DISAGREE

EXAMPLE:

1. Males and females should be considered equally for promotions. 1 (2) 3 4 5

For the above example the individual AGREES with the statement.

STATEMENTS:

1. Both males and females can demonstrate leadership qualities. 1 2 3 4 5
2. Subjects like mathematics and science are equally important to males and females. 1 2 3 4 5
3. Raising children should be a shared responsibility. 1 2 3 4 5
4. Both men and women should be encouraged to seek political office. 1 2 3 4 5
5. Continuing one's education past high school should be a goal for both males and females. 1 2 3 4 5
6. Males and females are equally intelligent. 1 2 3 4 5
7. Both males and females have the ability to demonstrate understanding and compassion. 1 2 3 4 5
8. In time of war, it should be compulsory for women as well as men to serve in the armed forces. 1 2 3 4 5
9. There are certain jobs that are only suitable for women or men. 1 2 3 4 5
10. Males and females are equally able to understand and handle mechanical problems. 1 2 3 4 5
11. Teachers of elementary grades should be female; in the upper grades, the teachers should be male. 1 2 3 4 5
12. If a woman has a career or job she enjoys, it would be alright for the man to choose to stay home. 1 2 3 4 5

(Pre-tests and post-tests can be used as well for topics such as self-esteem [have students' self-images improved?], attitudes about body image, and importance of values.)

3. Assignments for Evaluating Theme I

Assignments can be as numerous and varied as the sub-themes and content issues included in Theme I. The two textbook series (Lifestyle 1, 2, 3 and Discovering Yourself, Being Yourself and Knowing Yourself), and the teachers' manuals suggest many student-oriented activities, any of which could be used for evaluating students' progress. The only considerations would be available marking time, and the length of time between doing the assignment and discussing it in class, if such discussion is considered important.

Theme I assignments might include:

a) Poster work

- "Who Am I?" collage about oneself.
- "Emotions" poster (Love Is...; Being Happy Is...; Favorite Feelings...)
- "Values" poster (Freedom Is...; Honesty Is; Things I Value...)

(Poster work is marked on the basis of effort, care, appropriateness of results to theme, overall appearance, neatness, etc., as opposed to "correct" or "incorrect" interpretations.)

b) Short papers or essays

- How would you describe self-concept?
- Five ways to improve a relationship between friends.
- Describe some values that you think are important to teens in Alberta.
- How would a person recognize depression in a friend or sibling?
- List five positive and five negative ways that people often deal with stress.

(Some teachers also include this kind of question in a term or theme examination to check on the quality of the teaching and learning.)

The marking of written assignments should follow a format similar to that used in language arts or social studies. Greater emphasis may be placed on CONTENT (what the student is sharing), but some importance must be placed on PROCESS (grammar, spelling, etc.) since all subject areas have a role to play in developing these skills.

c) Major assignments/projects

- A Daily Log in which the student records things learned each day; feelings, concerns, communication with the teacher... These are normally evaluated as COMPLETE or INCOMPLETE, with the emphasis on establishing a positive communication link between student and teacher.

- The Self-Awareness Scrapbook is designed to be done over the entire year. The scrapbook contains student answers to 20 or 30 questions designed by the teacher or the group. (Sample questions are provided on the following page.) The book is collected regularly, but only to confirm progress. Evaluation is done through daily logs and posters or other assignments.

THE SELF-AWARENESS SCRAPBOOK

The self-awareness scrapbook is a year long enrichment project. Students work on one question each week at home, with a monthly "check-up" by the teacher. The completed book is a comprehensive look at "self" during one year of a person's life. In one class that did this project, several students left the book with the teacher at the end of the year and had them mailed back to them three years later as they were about to graduate from high school.

SOME GENERAL INSTRUCTIONS:

1. Use a scrapbook or duo-tang filled with blank paper.

2. Devote a page (or more) to each question; in other words, give each question a generous amount of space.

3. The scrapbook will not be displayed without your permission. This is not a group discussion project.

4. The scrapbook will reflect your personality. Take the time to make it something that will provide some strong memories of junior high school when you look back at it three or four years from now.

ANSWER THE FOLLOWING QUESTIONS WITH PICTURES, PHOTOGRAPHS, QUOTATIONS, SKETCHES OR OTHER VISUAL APPROACHES. THIS IS NOT AN ESSAY WRITING PROJECT!

1. This is what I look like to myself: physically, emotionally, socially and intellectually.
2. This is what I look like to friends and family.
3. This is what I probably look like to strangers.
4. This is the way I feel most of the time.
5. I feel happy when... .
6. I feel sad when... .
7. I feel angry when... .
8. I am afraid when... .
9. I like to be with my friends and family when... .
10. Times when I like to be alone.
11. Things I like to see, hear, taste, touch, smell.
12. Here is my family, and this is how I feel about each of them.
13. Things I enjoy doing often.
14. Something special or unique about me.
15. I like people who... .
16. I dislike people who... .
17. People would get along better with each other if... .
18. Things I have learned about myself this year.
19. Things I have learned about other people this year.
20. Things I have learned about my environment and/or the world around me.
21. Things I can do to make the world a better place.
22. Things I would like to learn more about.
23. Things I often think about when I am by myself.
24. An important event in my life this year.
25. My plans for the future include... .

4. Application of Concepts

Concepts such as assertiveness, coping skills, decision making or problem solving, self-concept, and understanding of the changing roles of males and females may be evaluated subjectively through teacher observation and student self-assessment. However, such methods are open to dispute, and many teachers prefer to use other means to evaluate whether or not students at least understand the concepts learned.

Evaluation could be done, for example, by using an open-ended case study, short story, or audio-visual aid in which a character is faced with a decision and then asking students to demonstrate their knowledge of the process of decision making. Marks are awarded using the decision-making steps learned in class, and not for giving the "best" solution.

Some "application" assignments or exercises are included here as samples.

EXERCISE 1: ACTIVE LISTENING AND IDENTIFYING FEELINGS

Read each of the statements below. In the space provided, write at least two emotions that are possibly being expressed.

		KEY
1.	I don't know, nothing seems to be going right.	(discouraged, sad, bothered)
2.	How unfair! I've been married to him for years!	(anger, hate, resentment)
3.	Ever since I began exercising, my endurance has been increasing. Thanks for your help.	(pleased, proud, grateful)
4.	This place is like my second home. I feel I really fit in.	(content, happy, satisfied)
5.	I don't care what happens any more. Why go on? It's not worth it.	(depressed, discouraged, sad)
6.	Okay! I said I was sorry! What more do you want, blood?	(anger, fed up, guilty)
7.	I shouldn't have treated her that way.	(guilt, shame, upset)
8.	Can't we go on to another topic? We've been discussing this one forever!	(bored, tired, angry)
9.	That's great! How wonderful!	(love, happy, ecstatic)
10.	Do you think I should? What if he gets mad at me? What if I say the wrong thing?	(unsure, hesitant, passive)

EXERCISE 2: DEMONSTRATING ASSERTIVENESS

1. Choose one of the situations below and write a brief description of:

   a) how a person acting passively might handle it
   b) how a person acting aggressively might handle it
   c) how a person acting assertively might handle it.

2. What if a person putting on pressure continued to do so?
   Write a short script showing what might be said between two people as the "victim" uses the steps for being assertive.

   CHOOSE ONE OF:

   a) Frank is in the cafeteria and has paid for his lunch with a $10 bill. Jack approaches him and asks for a loan of $5. Frank has decided not to lend money to anyone from now on.

   b) One of the new kids in class belongs to a racial group that is different from the majority. Ellen thinks it's great fun to call the new kid names and get others to join in. Today she has asked Sue to plan a practical joke on the newcomer. Sue thinks such treatment is wrong and does not want to join in, even though Ellen is popular and could make trouble for her.

   c) Mike just got several new records for his birthday. Some of the guys ask to borrow the records for a couple of days so they can tape them. Mike has had records ruined before and, besides, he doesn't think it's fair to the artist to have his records ripped off.

   d) Marie felt really fortunate to have been invited to Shaunna's party, but soon after she got there it was obvious that part of the activity would involve the use of drugs. Trying to avoid a problem, she sat to one side, but, eventually, one of the other guests approached her with a request that she try some.

EXERCISE 3: USING DECISION-MAKING SKILLS

Choose one of the problems below and, using the decision-making skills discussed in class, work towards a possible solution. You will not be marked on the solution you suggest but on how well you show the use of the steps for decision making.

PROBLEMS

1. Bill has a choice of working in the family grocery store this summer, hiring on with a construction company that is located in the bush 100 km away from home, or travelling with two friends to Vancouver.

2. Laurie has a choice of entering the faculties of education, nursing, or physical education after leaving high school.

3. John has learned some juicy gossip about one of the guys on his hockey team. The question is, should he tell anyone else or the person himself?

4. Bob has a chance to spend the weekend at a friend's, whose parents will not be home. A lot of people are going to be there and a lot of alcohol is promised. But he isn't sure that it will work out well for him.

Another method of allowing students to demonstrate their ability to apply concepts and processes learned in the course is to present opportunities for role playing. Role playing allows students to experience firsthand the decision-making process, assertiveness skills, communicating, suicide intervention, in a safe and supportive environment. Most teachers prefer not to add an evaluation component to role playing, using it instead as an opportunity for experiential learning. However, role playing could be evaluated in terms of student participation and involvement in class activities, rather than on the quality or technique employed in the role play itself.

In Theme I, the following role-play scenarios could be used:

a) practicing the expression of feelings to parents/peers/employers

b) a decision-making scenario which involves a group of teens, or a dialogue between parent and child or student and teacher

c) practicing assertiveness skills (use some of the cases previously described, of the students' choosing or from the recommended textbooks or filmstrips)

d) peer support of a person who is apparently depressed and perhaps suicidal.

Note: Following are several examples of evaluation activities that may be appropriate for Themes II through V. These examples are intended only as guides. Individual schools and teachers will develop evaluation techniques that suit their own curriculum approaches.

D. EXAMPLES OF EVALUATION ACTIVITIES FOR THEME II

1. Knowledge of Vocabulary, Concepts and Content

The following questions are a compilation of all three grades and of both sub-themes. They represent a cross sampling of the variety of content and concept questions which could become part of a unit/theme examination. Of course, they would not all be asked on one examination.

GENERAL KNOWLEDGE EXAMINATION: THEME II

Part A. Define the Following Terms

1. Friendship
2. Peer
3. Family Life Cycle
4. Family

Part B. Short Answer

Answer each of the following questions on the looseleaf page provided:

1. Peers can have both positive and negative influences on an individual. Give two examples of each type of influence that peers might have on a junior high school student.

2. What are the four basic stages of the grief cycle?

3. An alien from another galaxy approaches you and asks, "What is this 'love' that the songs, and movies and humans keep talking about?" How would you answer him/her/it?

4. A family goes through cycles, beginning with the marriage of two people. Briefly describe some of the major points in the family cycle.

5. Kelly, a student who has recently arrived at your school from Moncton, New Brunswick, would like to make some friends here. List three pieces of advice that would help Kelly out for EACH of the following:

   a) Establishing contact
   b) Developing a friendship
   c) Keeping good friends.

6. Bill and Jean decide to "go steady" (to date each other exclusively). Suggest three advantages and three disadvantages of this decision.

7. Running away from home seems to be more common these days.

   a) Why are more young people choosing to leave home?
   b) What are some of the dangers/hazards of choosing to run away?
   c) What alternatives might you suggest to someone who is considering it?

8. "Families come in many 'shapes and sizes', not to mention types." Explain.

2. Other Types of Examinations

EXAMPLE 1: PRE-TEST ON STUDY HABITS

This pre-test turns an activity in the manual into a pre-teaching tool. Student results can be used as the basis for instructing on positive study skills development. It could be filled out by parents as a post-test.

Answer each of the following questions about your study habits by placing an "X" in the most appropriate column:

	Almost Always	Some-times	Very Seldom
1. Do you make a schedule of your study time?			
2. Do you follow it?			
3. Do you write down or note carefully each day's assignments?			
4. Do you review the last lesson before you start on the next?			
5. Do you begin your work at once without wasting time?			
6. Do you stick to each lesson until it is finished?			
7. Do you keep your mind constantly on your work without daydreaming?			
8. Do you read difficult parts of your lesson a second time?			
9. Do you mark important lines or take written notes when you read your lesson?			
10. Do you finish all your assignments?			
11. Do you look up new words?			
12. Do you study in a quiet place at home?			

EXAMPLE 2: ATTITUDES ABOUT FAMILY ROLES (PRE-TEST)

There are no right or wrong answers to this survey, which asks for your opinions regarding roles in families and your own particular role. For each answer, circle a number from 1 to 5 (e.g., "1" indicating strongly agree, and "5" indicating strongly disagree).

1.	When the family works on something together, I like to be in charge.	1 2 3 4 5
2.	Being the oldest child in the family is best.	1 2 3 4 5
3.	When it comes to chores, I like to let the others do the work.	1 2 3 4 5
4.	It should be the mother's role to stay home and look after the family and the house.	1 2 3 4 5
5.	All housework should be shared equally among family members.	1 2 3 4 5
6.	The most important role of the father is that of "breadwinner"; to earn the money.	1 2 3 4 5
7.	A family should work together to solve its problems.	1 2 3 4 5
8.	When our family is working at solving a problem, I try to share constructive ideas.	1 2 3 4 5
9.	In families, children should be seen but not heard.	1 2 3 4 5
10.	The main purpose of families is to raise new generations of children and, therefore, future adults.	1 2 3 4 5

3. Assignments

a) Poster assignments

- Love Is...
- Qualities of a Good Friend...
- A Family Is...
- Who Makes Up My Peer Group?

b) Written, group or individual projects

- Good Advice on Making New Friends
- A Family Is Always Changing
- The Influence of Peers: Positive Effect or Negative Influence?
- It's Tough Being a Parent! (a letter to teens)
- It's Tough Being a Teen! (a letter to parents)

c) Major projects

- Dating Customs Around the World (research project)
- Family Types Around the World (could conflict with social studies lessons)
- How Can You Tell You're in Love? (interview project)
- Courtship Then; Dating Now (an interview with grandparents)

4. Application of Concepts

a) The following sample activity combines understanding friendship with understanding values and feelings. (Adapted from Family Life and Sex Education, Calgary Board of Education.)

WHAT IS A FRIEND?

Match the qualities of friendship (on the right) with the word which best describes each (on the left), by placing the appropriate number in the blank space provided. Note that there are more words than descriptions.

1. SINCERE
2. GENEROUS
3. CARING
4. RESPECTFUL
5. THOUGHTFUL
6. DEPENDABLE
7. HONEST
8. LOYAL
9. SENSITIVE
10. HUMOUROUS
11. INTERESTING
12. ADVENTUROUS
13. SUPPORTIVE
14. ACCEPTING

a) ____ faithful, keeping promises, doing his or her duty.
b) ____ showing consideration or honour for you.
c) ____ telling it like it is without hiding true feelings.
d) ____ being daring or ready to do risky things.
e) ____ being genuinely concerned about your feelings.
f) ____ taking you as you are; not concentrating on flaws.
g) ____ catching people's attention; having good ideas.
h) ____ can be counted on when agreements are reached.
i) ____ willing to share both time and possessions with others.
j) ____ providing a lot of laughs and good spirits.

KEY:

a) 8
b) 4
c) 7
d) 12
e) 1
f) 14
g) 11
h) 6
i) 2
j) 10

b) Other projects for applying concepts and evaluating the applications could include:

- Communication exercises in paraphrasing

  Give the students a list of common phrases from school or the job site, and ask that they paraphrase them orally or in writing. Phrases might include:

  Boss: "This job isn't done right!"
  Mother: "There just aren't enough hours in the day."
  Dad: "I've had it up to here with your antics."
  Teacher: "I had better see some changes..."
  Boss: "Some customers have been complaining about the service."

- Applying knowledge of the grief cycle by describing a particular situation. For example, a) two friends having to move apart, b) a parent losing a job, or c) the death of a friend and classmate. Ask students to complete the story by describing the stages that might occur next.

- Engaging the class in a "Friendly School Project", and evaluating the time and effort that individual students put into the project. (A Friendly School Project involves inventing and developing activities to increase the positive atmosphere in the school.)

c) Role playing activities could include:

- role reversal, in which two students take turns role playing a parent and a teen in a family discussion

- a family going through the stages of the family life cycle (may be more dramatization than role play)

- dating rituals; qualities of a nightmare date (event, not person); meeting THE PARENTS; the most embarrassing moments in dating

- talking a friend out of running away

- dealing with negative peer influence (drugs, smoking, skipping school)

- birth positions within the family (especially playing positions other than the ones they have).

(As mentioned previously, role playing allows students to apply the knowledge and skills they have learned, but may not always be easy to use for evaluative purposes due to differences in confidence levels, acting abilities, and so on.)

E. EXAMPLES OF EVALUATION ACTIVITIES FOR THEME III

1. Knowledge of Vocabulary, Concepts and Content

EXAMPLE 1: SCHOOL COURSES AND OCCUPATIONS

Below is a list of occupations. In the spaces provided, list some senior high school courses that a junior high student should consider taking if he or she hopes to do that type of work.

1. LAWYER _____
2. MECHANIC _____
3. NURSE _____
4. ENTERTAINER (actor, musician, television personality) _____
5. RANCHER _____
6. LEGAL SECRETARY _____
7. DIETITIAN _____
8. _____ (your choice) _____

Supplementary Questions:

a) What is your favorite school subject? _____

b) List five occupations that would require a knowledge of that subject:

_____
_____
_____
_____
_____

EXAMPLE 2: PERSONAL QUALITIES AND WORK

Personal qualities influence the kinds of work a person may be interested in. Below, you will find a list of qualities in the column to the left. In the spaces provided on the right, list two jobs which would match each quality. One item in the list has been done for you.

QUALITY	POSSIBLE JOBS
1. Interested in people.	Social worker, Sales clerk
2. Likes working with numbers.	
3. Likes to take things apart.	
4. Creative, imaginative ideas.	
5. Good at learning French, English.	
6. Has excellent skills in home economics.	
7. Likes chemistry and physics.	
8. Really enjoys industrial arts.	
9. Has great colour sense.	
10. Has excellent hand-eye coordination.	
11. Loves to solve difficult problems.	
12. Has great athletic ability.	
13. Does not intend to go past high school.	
14. Wants a university education.	
15. Likes to travel.	
16. Wants to get rich.	
17. Wants a job that changes constantly.	
18. Likes working alone.	
19. Wants to be his or her own boss.	
20. Loves public speaking.	

Supplementary Question

Define the following terms: aptitude, skill, temperament, data, needs, working conditions.

The following questions are taken from all three grades and from both sub-themes. They appear together here simply to illustrate the wide range of evaluation questions available in Theme III.

EXAMPLE 3: GENERAL INFORMATION TEST

On the looseleaf paper provided, answer the following questions on career and school planning:

1. What three areas of information are necessary for effective career planning?

   (Self-knowledge, knowledge of occupations, decision-making skills.)

2. List five sources of job information.

3. According to employers, the thing they look for most in the people they hire is a good attitude. Give five examples depicting a good attitude.

4. What is an apprenticeship?

5. What is meant by sex role stereotyping in occupations?

6. Give three examples of occupations that are sometimes sex role stereotyped.

7. Why is volunteer work just as important as work for pay, even when you are a student?

8. Define "time management".

9. How can a student use effective time management?

10. What is meant by "job status"?

11. Answer the following questions about senior high school:

    a) How many credits are necessary for a high school diploma?
    b) How many of these credits must be in English? Social studies? Mathematics? Science? Physical education?
    c) What types of high school programs are normally offered in Alberta?
    d) What is a credit?
    e) What is the difference between a 3-credit and a 5-credit course?
    f) What is the one course that is required by every university faculty?
    g) What is an Advanced Diploma?
    h) What are the three "streams" of mathematics courses available in high school?

2. Other Types of Examinations

As in previous themes, Theme III provides opportunities to do some pre- and post-testing. Two examples are given here.

PRE-TEST 1: WHAT DO YOU KNOW ABOUT WORK?

Before we start work on the unit, let's find out how much you already know about the world of work. Answer the following true and false questions by circling the appropriate letter.

1.	Fifty percent of all women over 18 are in the work force.	T	F
2.	Aptitude and interest tests tell you what to be.	T	F
3.	If you can find the one job that fits, that's it for career planning.	T	F
4.	The word "career" applies to professional jobs.	T	F
5.	Eighty percent of all jobs are gained through personal contact with employers.	T	F
6.	Family and friends are the biggest influence in job choice.	T	F
7.	With unemployment so high, there's no point in doing career or educational planning	T	F
8.	People normally change jobs/occupations two or three times in their lives.	T	F
9.	In future, most jobs will be in service, technical and "white collar" areas.	T	F
10.	Men don't like to work for women supervisors.	T	F
11.	The most common reason for people being fired is not learning fast enough on the job.	T	F
12.	Volunteer work counts as work experience in a resume.	T	F
13.	The major reason for people staying with a job or leaving it is money.	T	F
14.	It is normal to be confused about what you want for an occupation when you are in high school.	T	F
15.	Job, career and occupation are all the same.	T	F

KEY:

1. TRUE
2. FALSE (they tell interest and aptitude)
3. FALSE
4. FALSE
5. TRUE
6. TRUE
7. FALSE (more reason)
8. TRUE (at least)
9. TRUE
10. FALSE
11. FALSE (attitude)
12. TRUE
13. FALSE (interest)
14. TRUE
15. FALSE

PRE-TEST 2: JOB PRIORITY SURVEY

Before we start this unit, let's take a look at what is important to you in choosing a job or occupation. When the unit is over, we'll take a second look to see if things have changed.

Number each of the following from 1 to 18 in order of importance to you, 1 being the most important and 18 being the least important. Please number all statements. (Beginning with the top 5 and bottom 5 may make it easier.)

____ JOB SECURITY	____ GLAMOUR
____ SAFE CONDITIONS	____ MONEY
____ INTERESTING WORK	____ EMOTIONAL SATISFACTION
____ FRIENDLY EMPLOYER	____ USE OF MY EDUCATIONAL BACKGROUND
____ RETIREMENT PLANS	____ JOB IMPORTANCE (STATUS)
____ FRINGE BENEFITS	____ PROXIMITY TO MY HOME
____ GOOD PEOPLE TO WORK WITH	____ FAMILY APPROVAL
____ PAID INSURANCE	____ CHANCES FOR PROMOTION
____ SUITABILITY TO MY ABILITIES/SKILLS	____ SUITABILITY TO MY PLANS

3. Assignments

Theme III lends itself particularly well to project work, either individually or in small groups. There are many opportunities to assign career related projects requiring research and application of personal, educational and occupational information, and to integrate the decision-making skills learned in previous themes. Teachers can also evaluate the way students blend their knowledge of more than one theme.

Evaluation of projects should be similar to evaluation in any core subject area. There should be an emphasis not only on content, following an outline, achieving the goals of the project, and so on, but also on style, grammar, mechanics, and neatness.

Possible projects/assignments:

a) Why do people work? (research and/or interview)

b) A career is...

c) Stress on the job site

d) A time management project organizing a student week (see either textbook)

e) Writing a resume

f) Completing mock application forms and letters of application

g) A major career investigation (Grade 8)

h) A report on occupational clusters (Grade 7)

i) A three-year plan for senior high school (Grade 9)

Application assignments:

a) Have students go through a "job interview", with yourself, the principal, vice-principal, counsellor, or other adult acting as the prospective employer. Evaluate students on their readiness for employment, poise, knowledge, and body language.

b) Have students present panel discussions on topics such as advantages and disadvantages of various occupations or jobs; what constitutes a good attitude; and so on.

c) Have students write résumés as if they were applying for a job five years from now. (They can 'invent' volunteer experiences, references, etc.,--within limits.)

d) Have students do a career search after learning about attitudes on the job.

e) Have students do a career search after learning about attitudes, aptitudes, abilities, and temperaments. The career search would be based on their own perceived aptitudes, skills, etc.

f) Have students plan their high school career and select appropriate courses.

g) Involve students in the development of a school-wide careers and life skills day and evaluate their participation.

F. EXAMPLES OF EVALUATION ACTIVITIES FOR THEME IV

Since Theme IV consists of more sub-themes than any other theme, the variety of evaluation tools available is that much greater. Most pilot teachers felt very comfortable with evaluation in this theme because: a) Theme IV comes closest to the traditional definitions of health education and is therefore more familiar to teachers, and b) much of the theme relates to specific knowledge of content, which is often more easily tested.

1. Knowledge of Vocabulary, Concepts and Content

The following examples of evaluation tools illustrate the type of approaches that could be used. Virtually every sub-theme within Theme IV would lend itself to similar examinations, quizzes or tests.

EXAMPLE 1: NUTRITION-DENTAL CARE EXAMINATION

Some foods are good for nutrition and good for teeth; some are good nutritionally but poor for teeth; some are poor nutritionally but good for teeth; and some just aren't good for either one.

Below, you will find a list of foods. Place each food in the appropriate quadrant.

Foods: FRESH FRUIT, FISH, FRENCH FRIES, RAISINS, CAKE, EGGS, POPCORN, MILK SHAKES, HONEY, MILK PUDDING, PIZZA, ICE CREAM SODA, CHEESE, BRAN MUFFIN, SUGARLESS GUM, CHOCOLATE BARS, TOSSED SALAD, WHITE SUGAR, DIET POP, FRUIT-FLAVORED YOGURT, NUTS

OK FOR NUTRITION; OK FOR TEETH	OK FOR NUTRITION: NOT OK FOR TEETH
(fresh fruit) (fish) (eggs) (pizza) (cheese) (bran muffin) (tossed salad) (nuts)	(raisins) (milk shakes) (milk pudding) (fruit-flavored yogurt)
NOT OK FOR NUTRITION; OK FOR TEETH	**NOT OK FOR EITHER**
(french fries) (popcorn) (sugarless gum) (diet pop)	(cake) (honey) (ice cream soda) (chocolate bars) (white sugar)

EXAMPLE 2: QUIZ ON BODY SYSTEMS; EXCRETORY

Complete the quiz by selecting the correct term and placing it in the blank space provided. There are more words than blanks.

TERMS: RECTUM, KIDNEY, URETER, ANUS, FECES, COLON, SKIN, URETHRA, URINE, BLADDER, NEPHRON, APPENDIX, INFERIOR VENA CAVA, AORTA, RENAL ARTERY, RENAL VEIN, CIRCULAR MUSCLES, SMALL INTESTINE

1. The main collecting chamber for liquid wastes is the _____.
2. Cleaned blood leaves the kidney through the _____.
3. Food takes about three hours to pass through the _____.
4. A secondary liquid waste disposer is the _____.
5. Blood flows to the kidneys through the _____.
6. A tube that carries urine from the bladder is the _____.
7. A tube that carries urine from the kidneys is the _____.
8. A minute, blood filtering unit is the _____.
9. Solid waste from the body is called _____.
10. The liquid waste from the body is called _____.

Key on next page.

KEY:

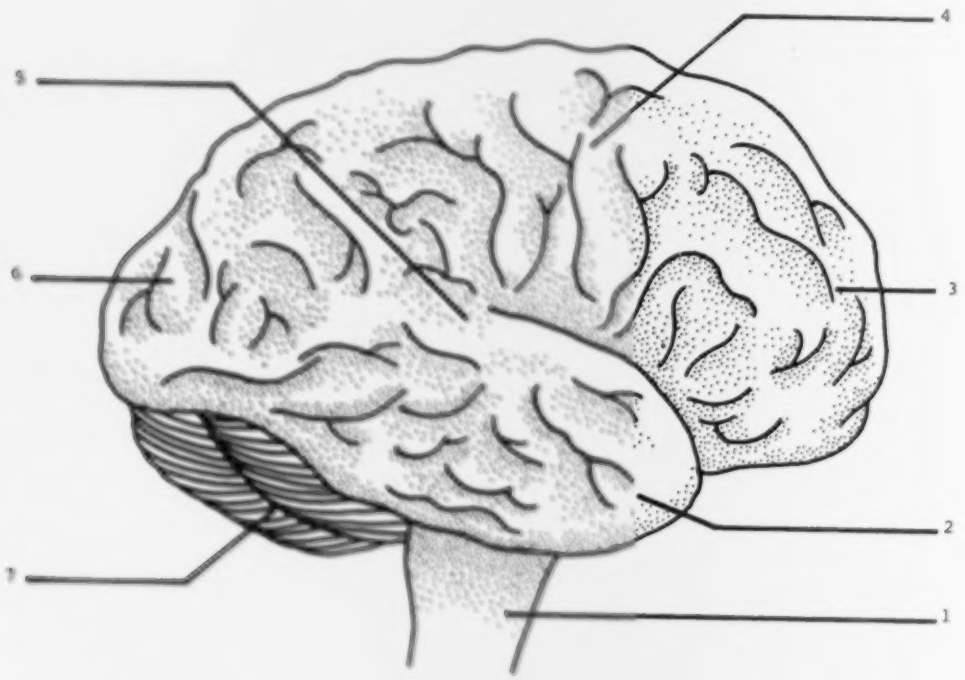
1.	bladder	6.	urethra
2.	renal vein	7.	ureter
3.	small intestine	8.	nephron
4.	skin	9.	feces
5.	renal artery	10.	urine

(Quizzes such as Example 2 on previous page, and unit examinations, can easily be designed to test students' knowledge in such areas as terminology associated with communicable diseases, inter-relationship of systems, nutrition and safety.

Labelling tests is another common type of evaluation procedure that can be used effectively in this theme and, of course, in Theme V: Human Sexuality, e.g., male and female reproductive systems.)

EXAMPLE 3: THE BRAIN

Using the diagram below, label the various sections of the brain. Then, in the space provided immediately following, briefly describe the function of each section.



2. Other Types of Examinations

The following sample pre-tests are related to alcohol use. The first deals with knowledge of the effects of alcohol use, the second deals with present attitudes toward alcohol and its use. Similar tests could be constructed by the teacher, and AADAC may have some pre-constructed tests for teacher use. Tests for attitudes on alcoholism may also be obtained from local or provincial chapters of Alcoholics Anonymous.

EXAMPLE 1: ALCOHOL: TRUE OR FALSE?

Read each of the following statements about alcohol and its effects. As you read each, decide whether it is true or false, and circle the appropriate answer in the column to the right.

1.	Alcohol is a stimulant.	T	F
2.	One or two drinks can improve your skill level.	T	F
3.	There are many effective methods of sobering up quickly.	T	F
4.	Eating foods made with alcohol can make you drunk.	T	F
5.	Mixing your drinks causes greater intoxication.	T	F
6.	You cannot become alcoholic by drinking only beer.	T	F
7.	Alcoholics drink every day.	T	F
8.	If you gulp alcohol you will become more drunk than if you sip.	T	F
9.	A person can sober up on coffee.	T	F
10.	A cold shower will speed up the sobering process.	T	F
11.	Alcohol warms up the body.	T	F
12.	Some people actually drive better after drinking because they become more cautious.	T	F
13.	Alcohol works at the same speed in all adults.	T	F
14.	Aside from getting you "high", alcohol is relatively harmless to other parts of your body.	T	F
15.	Alcoholism is inherited.	T	F
16.	A pregnant woman should have a drink before going to bed each evening to calm her nerves.	T	F
17.	A guest has no choice but to drink if cocktails are served.	T	F
18.	Alcohol increases sexual desire and ability.	T	F
19.	Anyone can control his or her drinking if he or she wants to.	T	F
20.	Alcohol is good medicine for many illnesses.	T	F

Note: The answer for each statement on this quiz is FALSE. The one exception to this may be #15, as indicated by results of new research into the children of alcoholics. If you discuss the answers or have students research the answers, pay special attention to #16.

EXAMPLE 2: ALCOHOL USE SURVEY

Read each of the statements below and decide whether you AGREE, DISAGREE or are UNDECIDED about each. Circle the letter which most closely matches your own feelings. (There are no right or wrong answers.)

1.	People who don't drink are boring.	A	D	U
2.	It is always wrong to get drunk.	A	D	U
3.	Alcohol companies should not be allowed to advertise on television.	A	D	U
4.	Alcohol has no good effects on people.	A	D	U
5.	Teenagers should never drink.	A	D	U
6.	Teachers/doctors who drink are setting a bad example.	A	D	U
7.	Alcohol companies should not be allowed to advertise at all.	A	D	U
8.	It's really hard to have a good party unless people have a few drinks to loosen up.	A	D	U
9.	There's something wrong about having to have a couple of drinks every night to relax.	A	D	U
10.	There are no good reasons for drinking.	A	D	U
11.	A drink or two on social occasions can serve a useful purpose.	A	D	U
12.	The problems related to alcohol are greatly exaggerated.	A	D	U
13.	Alcohol has some good effects and some bad.	A	D	U
14.	I can hardly wait until I'm old enough to drink legally.	A	D	U
15.	I don't know why we spend so much time learning about alcohol; it's just another substance that people approve of.	A	D	U
16.	At least alcohol isn't as dangerous as marijuana or other drugs that people could use.	A	D	U

Original source of survey unknown.

3. Assignments

Theme IV is by far the most extensive theme in terms of potential content, projects or assignments. Possibilities include:

a) Poster work on emergency first aid or safety procedures.
b) Completion of a local babysitting course (option).
c) Research projects on chronic diseases; oral reports on same.
d) Research into various drugs and their effects; oral reports.
e) Planning a week-long menu, using nutritionally and dentally sound foods only.
f) Doing fast food analyses.
g) Poster campaign on school or home safety.
h) Panel discussions on alternatives to drug use.
i) Debates on:
   - raising/lowering the drinking age
   - raising/lowering the driving age
   - seatbelt/helmet laws

The basic texts and teachers' guides offer dozens of educational and entertaining activities for Theme IV that also offer opportunities for in-class evaluation of students' progress.

4. Application of Concepts

Theme IV offers many opportunities for students to demonstrate their abilities to apply what they have learned. For example:

a) Students can use decision-making skills in the selection of health care products, nutritious snacks or fitness programs. Evaluation might occur through teacher observation or self-observation, or through written testing, which lists problems to be solved, food to be selected, etc., and allows students to express their selection processes and rationales.

b) Case studies can be used for written comments or role playing. Some examples related to drug abuse are:

The person who took you to the party is starting to get drunk/high. What, if anything, would you say and do? How might he or she respond? How would you handle it?

You are leaving a party and are offered a ride by someone you really like, but who is drunk/high. How would you deal with it? What steps would you take?

Your class is going on a field trip that costs $5. You can't pay because your parent has used all available money for liquor. What happens next?

c) Written scenarios of emergencies which might occur in a junior high setting can be used to test the students' abilities to deal with emergency situations:

Examples:

During noon hour sports, Bob came down heavily on his ankle. It may be broken.

In industrial arts, one of the students has sustained a badly cut hand.

In science lab, a bunsen burner tipped over and someone has been badly burned on the arm.

You're babysitting when suddenly one of the children begins choking on a sandwich.

Students can organize daily noon-hour fitness programs.

A "nutritious snack" food store can operate out of the health and personal life skills classroom for a week.

Students can organize an open forum on drug and alcohol abuse at noon hour or after school.

Students can organize school, bus and personal safety campaigns.

G. EXAMPLES OF EVALUATION ACTIVITIES FOR THEME V

Evaluation of Theme V calls for combining the styles of evaluation suitable for awareness centered themes such as Theme I, with the methods suitable for content oriented themes such as Themes III or IV.

1. Knowledge of Vocabulary, Concepts and Content

Because Theme V addresses body knowledge as well as attitudes, values and behaviours, a variety of terms and concepts are important. Students can be tested on such things as pubertal development, anatomy of the reproductive systems, stages of pregnancy, contraception, and so on.

EXAMPLE 1: FINAL TEST ON PUBERTAL DEVELOPMENT

Part A: Maturation: True or False?

Read each sentence below, and place the word TRUE or FALSE in the blank space.

____ 1. During the teen years, different parts of the body develop at the same rate.

____ 2. In arguments, one person should end up the winner and the other the loser.

____ 3. Boys mature about one to two years ahead of girls.

____ 4. The hormones that bring about pubertal changes are produced by the endocrine glands.

____ 5. Emotional maturity and physical maturity always occur at the same time.

____ 6. How others feel about you has a lot to do with how you feel about yourself.

____ 7. Being responsible means never having any fun.

____ 8. Once puberty is over, human growth and development stops.

____ 9. The gland that starts the whole process is located near the brain.

____ 10. A person may outgrow some friendships because people change.

KEY:

1. FALSE
2. FALSE
3. FALSE
4. TRUE
5. FALSE
6. TRUE
7. FALSE
8. FALSE
9. TRUE
10. TRUE

EXAMPLE 2: TEST ON SEXUALLY TRANSMITTED DISEASES (STDs)

Match the terms on the left with the definitions on the right. There are more terms than definitions.

1.	HERPES II	a) ____	An STD with chronic results such as heart disease and blindness.
2.	AIDS		
3.	CONDOM	b) ____	Crab-like lice that infect the the pubic area.
4.	BIRTH CONTROL PILL		
5.	SYPHILIS	c) ____	An STD which cannot be cured and which reappears regularly, usually in the genital area.
6.	CONGENITAL		
7.	GONOCOCCUS		
8.	TRICHOMONIASIS	d) ____	Medical test used to discover pre-cancerous problems in the cervix.
9.	LATENT		
10.	PREDICULOUS PUBIS		
11.	NGU	e) ____	This type of contraception may reduce the spread of some STDs.
12.	PID		
13.	PAP SMEAR	f) ____	The "newest" STD which may be spread through means other than sexual contact; little is yet known about it.
14.	MONILIA		
		g) ____	Common STD spread by a parasite; causes vaginal itching/burning.
		h) ____	STD very similar to gonorrhea; often thought to be gonorrhea under quick examination.
		i) ____	The common name for the bacteria that causes gonorrhea.
		j) ____	An STD that is present at birth, but is not necessarily hereditary.

KEY:

a.	5	f.	2
b.	10	g.	8
c.	1	h.	11
d.	13	i.	7
e.	3	j.	6

2. Other Types of Examinations

In the teaching of sexuality education, the pre-test can serve several purposes. First, a pre-test allows the teacher to determine the strength of knowledge gained at home and in prior grades. This is especially important during the first two or three years following the introduction of a new curriculum. Second, it can be used as a motivator; it introduces students to some of the content which will be presented. Third, it can be an important icebreaker and discussion leader for parent evenings. And fourth, with the addition or deletion of questions, according to content covered, and the addition of short answer, matching or essay-type questions, it can be used in the unit examination.

PRE-TEST ON SEXUALITY EDUCATION

1. ____ An egg is fertilized when it unites with
   A. a chromosome B. another egg C. a sperm D. semen

2. ____ One hereditary characteristic is
   A. birth mark B. hair colour C. personality D. disease

3. ____ Eggs are produced in the female
   A. ovary B. uterus C. abdomen D. cervix

4. ____ The fetus grows inside its mother for ____ months.
   A. six B. seven C. nine D. twelve

5. ____ The male sperm is produced in the
   A. urethra B. spermatazoon C. testicles D. cervix

6. ____ The umbilical cord connects the
   A. testes and seminal vesicles B. uterus and placenta
   C. placenta and navel D. embryo and fetus

7. ____ During birth through a process called "labour",
   A. muscles of the uterus contract to move the baby through the vagina
   B. the navel gradually opens to allow passage of the baby
   C. the fallopian tubes widen to allow the baby's passage
   D. the ovary enlarges

8. ____ The mid-life point when men and women begin sexual change is called
   A. puberty B. climacteric and menopause
   C. seminalism D. menarche and menstruation

9. ____ Fraternal twins
   A. are identical in every way including sex type
   B. are identical in every way except sex type
   C. are the result of two ova being fertilized
   D. are the result of one ova splitting twice instead of once

10. ____ The sex of the unborn child is determined by
    A. the sperm B. the ova C. the moon D. hormones

11. ____ The gland which starts pubertal changes is the
    A. pancreas B. ovary C. pituitary D. testicle

12. ____ During puberty, the rate of growth and change is
    A. rapid B. slow, but steady
    C. identical for everyone D. faster in males than females

13. ____ The ripening and release of a female egg is called
    A. menstruation B. ovulation C. menopause D. pregnance

14. ____ The following are sexually transmitted diseases, except for
    A. syphilis B. herpes II C. herpes I D. Monilia

15. ____ The most effective type of birth control is
    A. diaphragm B. abstinence C. condom D. pill

KEY:

1. C	6. C	11. C
2. B	7. A	12. A
3. A	8. B	13. B
4. C	9. C	14. C
5. C	10. A	15. B

(The preceding test is a relatively short example. Many teachers prefer to give a test of approximately 25 to 30 questions, covering all the sub-themes, to allow students to get some idea of the range of topics they will be discussing.)

3. Assignments

This manual suggests a number of teaching approaches, many of which also provide opportunities for evaluating students' understanding and effort. As well, activities involving guest speakers, panel discussions, and large and small group activities permit a teacher to observe the interactions of the students and class participation.

Evaluation may be done through projects and activities such as:

a) Assignment on definitions of terms.
b) Puberty is...
c) Research project on endocrine system or reproductive systems.
d) Report on multiple births, being a twin or triplet.
e) Research projects on types of contraception (Grade 9).
f) Research on STD's, symptoms, effects and treatment (Grade 9).
g) Young and pregnant: What are the choices?
h) You know you're mature when...

4. Application of Concepts

Several suggested activities and exercises for Theme V involve previously learned skills of decision making and assertiveness. As well, the use of positive communication skills and the development of a positive self-concept are discussed as part of the process of understanding sexuality.

Following are some examples of activities that might be used for evaluating content knowledge, skill development, and class participation:

a) Decision-making skills applied to teenage pregnancy, contraception and sexual behaviour (ranging from "whether or not to date" to sexual intimacy).

b) Knowledge of sexuality, self-concepts, assertiveness skills and communication skills can be applied in case studies and role-playing activities.

   Topics could include dating decisions, choosing sexual behaviour, and resisting group pressure.

c) Assignments dealing with contraception and teen pregnancy require class discussion and family discussion. Through these assignments, students have opportunities to apply communication skills.

H. CONCLUSION

Health and Personal Life Skills, like any other curriculum, involves the development of knowledge, skills and attitudes. Therefore, suitable evaluation methods are similar to those used in any other course. However, teachers have additional opportunities to give feedback to students and parents because there is a considerable amount of discussion in the course, and a great deal of community involvement.

Comments on Evaluation

1. Several courses have offered instruction in topics that are included in the Health and Personal Life Skills program: Home Economics, (Modern Living or Personal Living Skills), Dimensions for Living, Family Life and Sex Education, and Perspectives for Living. These courses have all placed a strong emphasis on involving students in ongoing self-evaluation. Students were asked to examine their involvement in discussions, effective listening, role playing and applying the skills and knowledge learned in the courses. This practice is recommended for the Health and Personal Life Skills program as well.

2. Students, parents and teachers may also wish to evaluate the course itself and continue to look at the needs of the community and the manner in which the Health and Personal Life Skills program is meeting these needs. It is important to relate the objectives of this course to the needs of your client group.

3. This is the first Alberta curriculum that has the "luxury" of two textbook series written expressly for it by respected Alberta authors. The Lifestyle 1, 2 and 3 and the Discovering Yourself, Knowing Yourself and Being Yourself series provide excellent support to teachers in delivering and evaluating the program.

CHAPTER 2:

Grade 7

THEME I.	SELF-AWARENESS AND ACCEPTANCE
THEME II.	RELATING TO OTHERS
THEME III.	LIFE CAREERS
THEME IV.	BODY KNOWLEDGE AND CARE

Chapter 2

GRADE 7

THEME I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF **GRADE 7**

GETTING STARTED

It may be helpful to begin this portion of the course with a series of activities designed to promote greater self-awareness, other-awareness, and a positive classroom climate. The following ideas might be used at the beginning of the school year:

1. THE NAME GAME. The purpose of this activity is to learn the names of everyone in the class. Students sit in a circle, and one student begins by stating his/her first name. The next student repeats the name of the first student and adds his/her own name. Proceeding around the circle, each student repeats all the names that have gone before and adds his or her own name, until all have had a chance to be involved. The teacher is the last person in the circle--the one with the most difficult task. Finally, any student who wishes is given a chance to try the entire circle after all have had a turn.

2. THE WHO AM I GAME. Have students write the numbers from 1 to 10 on a piece of looseleaf paper, leaving a couple of spaces for each number. Tell the class that you are going to ask them ten questions about themselves, and that they are to answer each one briefly in the spaces provided. Then ask the question, "Who are you?" ten times. Direct the students to answer in a different way each time, so that each response tells something new. If necessary, give suggestions such as: "This time tell about a favorite holiday spot you enjoy", "For question 3, list some of your favorite foods", or "What about your future plans?". Ask students to sign their sheets, then collect and read them to the class, asking if students can identify the writer (Optional). Always include a sheet for the teacher in the collection.

3. "ING" TAGS. A variation of the name tags sometimes used at seminars or conventions whenever people gather, this is a tag with a difference. Give each student a 3" x 5" file card and a pin to make tag. Ask students to write their names, along with activities they enjoy, written as "ing" words. Examples: "swimming", "reading", "making friends", "listening to music", "talking", "sleeping". Then students circulate, looking for other students who have written the same activities on their tags.

4. ADDITIONAL IDEAS FOR CLIMATE BUILDING are included in the recommended resource What Do You Like About Yourself?

SELF-CONCEPT

1. Have students write the following terms on a sheet of paper leaving enough space for a definition of each:

   a) Self-Concept
   b) Self-Awareness
   c) Self-Respect
   d) Self-Esteem

2. Develop definitions for each team, using ideas from students and information from the curriculum guide (pages 54-58), What Do You Like About Yourself? (pages 7-19), Lifestyle 1 (pages 9-17), or Discovering Yourself (pages 21-24).

3. Ask students to write the title "How Self-Concept is Formed" atop a sheet of paper and divide the rest of the page into two columns headed "External Influences" and "Internal Influences". (Definitions of these terms may be found in both textbook series and in the curriculum guide.)

4. Have the students work individually or in small groups to create a list of factors that influence how people feel about themselves.

5. Share the answers, asking students to add to their own lists as new ideas are mentioned.

Additional Activities

The "Reinforcers and Razors" activity (page 50, What Do You Like About Yourself?) may be used as an enrichment exercise.

CHANGES IN MYSELF: THEN AND NOW

Materials Needed: looseleaf paper, ruler.

1. Have students divide two pieces of looseleaf paper into three columns to each page: the first column should be about five cm wide, and the other two columns should equally divide the remainder of the page.

2. Label the first column "Question", the second column "Then (Grade One)" and the third column "Now (Grade Seven)".

3. Ask questions that will make students think about the ways in which they have changed since starting school. Questions might include:

   a) How tall were/are you?
   b) Briefly describe your appearance (then and now).
   c) Who were/are your best friends?
   d) Where did/do you live?
   e) What were/are your favorite television shows?
   f) What was/is your favorite song/singer?
   g) What was/is your most prized possession?
   h) How did/do you feel about school?
   i) How did/do you feel about:
      - the opposite sex?
      - going out with your parents?
      - telling the truth?
      - religion?
   j) What made/makes you laugh?
   k) What scared/scares you?
   l) What did/do you want to be "when you grow up"?

4. Ask students to suggest additional questions.

5. Give students the following instructions:

   This chart asks you to think about yourself at two points in your life, at age six in Grade 1 and at your present age in Grade 7. How have you changed? In the spaces provided, write a brief description of yourself "Then" and "Now" in response to each question. If you can't remember, ask a parent for assistance. We'll share answers later.

6. Follow-up discussion might centre on five points:

   a) Change and growth take place throughout our lifetimes and are not just physical. (See page 55, curriculum guide.)
   b) As changes in growth occur, attitudes, behaviours and goals also change.
   c) Junior high school differs from elementary school and is likely to differ from senior high school.
   d) In what ways has each student in the class changed his or her ideas, goals and behaviours?
   e) What changes have you noticed in your classmates?

SIMILARITIES AND DIFFERENCES

1. Begin discussion with the idea that each person is unique. Each person is similar to others in some ways, yet each possesses unique characteristics, even within the family.

2. Have students develop a chart similar to the following sample:

	One Way I Am Similar To Others	One Way I Am Different From Others
1. Appearance		
2. Hobbies		

3. Other topics might include: school subjects, behaviour at school, beliefs, music, family, skills, career plans, how I treat others, feelings, friends... .

4. Ask students to suggest other topics.

5. Discuss students' answers to each of the topics, remembering to respect each individual's right to privacy; some students might be uncomfortable in sharing.

6. Discuss the statement, "Being different does not mean being less valuable."

Additional Resources

Additional approaches to this topic may be found in the resource, What Do You Like About Yourself?, pages 30 and 52.

SELF-CONCEPT AND BODY IMAGE

1. Ask students to bring to class examples of magazine, newspaper or television advertisements concerned with body image, physical qualities, or physical improvement.

2. Put the examples on display and discuss the messages each contains regarding physical normality or perfection. Are the messages or portrayals realistic?

3. Using the basic format suggested on pages 56-57 of the curriculum guide, discuss questions such as:

   a) What is meant by the phrase, "positive body image"?

   b) How can factors such as cleanliness, exercise, nutrition or grooming positively or negatively affect body image?

   c) What do you consider to be positive, negative or neutral aspects of your own physical self? Are there some aspects about yourself that you would like to improve?

   d) What positive methods might a person use to accentuate positives, minimize negatives, or make changes (good nutrition versus fad diets, exercise versus starvation, choice of suitable styles and colors)?

4. Students might discuss how being physically disabled or impaired would affect one's body image. One of the following approaches might be used:

   a) Arrange for a classroom visit by a member of the Paralympic Sports Association, the Canadian National Institute for the Blind, the Canadian Diabetes Association, the Muscular Dystrophy Association, the Alberta School for the Deaf, or some other organization that serves the disabled.

   b) Show films on the topic of adjustment to a physical disability (available from the above-mentioned organizations).

   c) Invite a teacher who works with young people who are physically disabled or functionally impaired to visit the class.

   d) Assign the "What If..." activity on the next page.

WHAT IF . . .?

What if you met someone who has been without one of the five senses since birth?

And...

What if that person asked you for help?

And...

What if the help the person wanted was something that seemed impossible to describe because THE KEY SENSE was not available?

Choose ONE of the examples below and write a description of approximately 100 words using the FOUR OTHER SENSES!

1. Describe the taste of strawberry ice cream to a person born without a sense of taste. Use the other senses to make the description.

2. Describe the sound of your favorite piece of music to a person who has been totally deaf since birth. Use the other four senses to make the description.

3. Describe the feel of velvet to a person who cannot experience the sense of touch. Use the other four senses to make the description.

4. Describe the smell of a flower of your choice to a person who was born without a sense of smell. Use the other four senses to make the description.

5. Describe a rainbow to someone born without sight (he or she has never seen colours). Use the other four senses to make the description.

SELF-RESPECT (ELECTIVE)

Note: Extensive discussion of self-respect is included in the elementary health curriculum. However, this activity might be used as enrichment or to review.

1. Briefly review the definition of "self-respect".

2. Discuss: "Why do you think self-respect is important?"

3. Complete a "personal inventory", including the following:

   a) three qualities I am proud to have
   b) three qualities that my friends seem to like about me
   c) three skills I possess (not including school-related skills)
   d) three times I have helped others
   e) three things people might like about me once they got to know me.

4. The personal inventory could be:

   a) kept merely as a personal awareness sheet with no sharing
   b) handed in to be read by the teacher only, or
   c) discussed openly in class, but ensure a student's right to privacy where necessary.

Questions for Enrichment

1. What qualities do you respect in others (friends, teachers, parents or coaches)? Do you think that they look for these same qualities in you?

2. Are you seen differently by different people? How might each of the following people describe you?

   a) Your parents.
   b) Your best friend.
   c) Your teachers.
   d) Strangers.
   e) Your school bus driver.
   f) Your next door neighbour.

3. Do you think it is possible to increase one's self-respect?

4. Could you help someone else increase his or her self-respect? Explain.

EFFECTS OF POSITIVE AND NEGATIVE TREATMENT

Use one of the following approaches to the concept of positive and negative treatment and its effect on self-concept.

1. If you have a copy of What Do You Like About Yourself?, distribute or read the article "As the Real World Turns" (page 53). After discussing the story as suggested, consider the following questions:

   a. How many examples of positive and negative treatment can you find in the story? Explain.

   b. If you wanted to help others improve their self-concepts, what types of behaviours should you avoid and what types should you promote?

2. Ask each student to watch a television situation comedy and keep a tally of the number of times people are treated positively and negatively, either verbally or non-verbally. Then ask the same two questions as in 1 above.

SELF-ESTEEM AND CONCEIT

1. Ask students to write down their own definitions of the word "conceit", and to provide one or two examples of conceit.

2. Encourage them to discuss the differences among their definitions and examples, and consequently what they have learned about self-esteem.

3. To expand the scope of the students' answers, use the information on page 58 of the curriculum guide.

The following three activities may each be presented separately.

ACTIVITY 1: VOCABULARY OF FEELINGS

1. Present the following statement to the class: "Feelings, sometimes called emotions, are our natural reactions to events around us. How many feelings are you aware of?"

2. Ask students to write the title "Feeling Words" at the top of a sheet of paper.

3. Setting a time limit of approximately five minutes, ask the students to write as many words as they can that describe emotions. (For a greater challenge, suggest that they try to find one word beginning with each letter of the alphabet, from 'angry' to 'zealous'.)

4. Fill the blackboard with their answers and add any others that have been missed.

ACTIVITY 2: EXAMPLES OF FEELINGS

This is a homework assignment with a difference. Have each student choose one of the following activities:

1. Find five cartoons or comic strips in which the characters are illustrating or describing an emotion. Tape or glue them on lined paper and write the names of the feelings being shown. For greater challenge, try to find five different emotions!

2. Find five pictures in a magazine or newspaper that show the facial expressions or 'body language' of a person or persons. Tape or glue them on lined paper and describe the emotions you think they might be expressing. For a greater challenge, try to find five different emotions!

ACTIVITY 3: INTENSITY OF FEELINGS

1. Present the following statement to the class: "There are many words or phrases to describe the dozens of emotions one might experience. Sometimes several words are used to describe a similar emotion, but each word indicates a slight variation in mood."

2. Give one or two examples to illustrate this statement (e.g., happy = amused, joyful, overjoyed, ecstatic, blissful, contented).

3. On the blackboard, list the following words and ask students to suggest as many synonyms as they can for each: sad, angry, loving, caring, happy... .

RECOGNIZING FEELINGS

1. Share the following information with the students: "When people experience different feelings, their bodies react in different ways. Their facial expressions, hand motions, posture and general body language also reflect their moods or emotions."

2. Give one or two examples of this phenomenon to the students, including "butterflies" in the stomach, pacing nervously, grinning from ear to ear, and sweaty palms.

3. On the blackboard, provide a list of emotions. Ask students to copy the list and indicate beside each word the physical signs, facial expressions or other types of body language that might accompany that feeling.

4. The following words work well for this exercise: fear, happiness, anger, contentment, love, frustration, admiration.

5. Discuss how knowing the ways in which our bodies react to emotions can help us to become more aware of what is happening to us, and more able to control our feelings.

EXPRESSING FEELINGS

1. Present the following information to the students:

   In previous activities we learned that feelings are natural, that they come in many varieties and degrees of intensity, and that they often have physical signs. In this final activity, we will look at the ways in which we express our feelings.

   Some people express feelings through their behaviour; some find it easy to talk about how they feel; others tend to keep their feelings to themselves. Some people express feelings in ways which lead to positive experiences or consequences; others in ways which lead to the opposite. In each of these cases, the feelings are similar, but the expression can be quite different.

2. Use the following questions for class discussion:

   a) List three ways in which people learn how to express their feelings.

b) If a person has a very strong feeling about something, what do you think would determine, a) whether or not he or she would express that feeling, and b) the manner in which it would be expressed?

c) Sometimes people have feelings that they consider "negative" and difficult to express or manage. One example is "distress", more commonly termed stress. When faced with stress, people can cope in positive or negative ways. List three positive and three negative ways in which people sometimes deal with stress. (The terms positive and negative refer to the long-term consequences of the choices.) Example: Exercise may be a positive coping device and alcohol use may be a negative one.

d) If people are having a difficult time coping with their feelings, where can they go for help?

e) What qualities would have to exist in your relationship with someone before you would feel comfortable about openly expressing your feelings?

f) What feelings do you think are the most difficult for people to express? Why do you think this is the case?

g) Although feelings are natural, sometimes we say that people express their feelings or behave in appropriate or inappropriate ways.

- What are the differences between appropriate and inappropriate behaviour?
- How would you know if your behaviour was inappropriate at school? With your friends? At home? Within yourself?

h) Is it possible that the same behaviour might be considered appropriate in one setting but inappropriate in another? Explain.

PRIVACY

1. Help students to define "privacy", and ask them to develop a list of reasons why:

   a) privacy is important
   b) each person must respect the privacy of others
   c) secrets sometimes cannot be kept by teachers/counsellors (e.g., child abuse, suicide attempts)

2. Ask students to suggest situations in which privacy is important at home (diaries, showering/changing, telephone conversations), at school (locker contents, expressing personal opinions in health class) and in other situations (work, teams, friendship).

STEPS TO DECISION MAKING

1. Discuss the steps to decision-making, as listed on page 64 of the curriculum guide.

2. Indicate that these steps are just one approach to making a decision or solving a problem.

3. To illustrate the process, present the following scenario:

   You are about to cross the street in a large city, and, having stepped off the sidewalk without looking both ways, you now see a large passenger bus hurtling towards you at 60 km per hour. What are you going to do?

4. The obvious answer is to jump back on the sidewalk. However, take students through the decision-making process, placing special emphasis on considering all the alternatives. Let the group brainstorm and list all answers on the blackboard (e.g., jump back on the sidewalk, run ahead of the bus, jump over the bus, "duck").

5. Follow the steps through to future behaviour, which will likely produce the safety tip, "Look both ways before crossing in future."

6. In the second phase of this activity, present common examples of decisions that students have made or will be making in junior high school (choosing an elective, deciding what clubs to join, selecting a report topic, smoking or not smoking).

7. Have the class work through one or more of the examples, either individually or in small groups, using the decision-making process.

8. Some related discussion questions:

   a. Why is it important to think of as many alternatives as possible when making decisions?

   b. If a person were having difficulty making a decision, who else might be able to help think of alternatives or consequences?

   c. What types of decisions do you think students in junior high may have to make that are different from those they made during their elementary school years? What new decisions will have to be made in senior high school?

ACCEPTING RESPONSIBILITY

1. Ask the students to define the following terms in their own words:

   a) attitude
   b) behaviour
   c) consequence
   d) personal responsibility

2. To illustrate the way in which attitudes affect behaviours, offer students some examples of attitudes and ask them to discuss the behaviours which might result.

   a) Attitude A: Classical music is terrible and boring
   b) Attitude B: It's very important to do well in school
   c) Attitude C: It's a "dog-eat-dog" world out there; get them before they get you

3. How would behaviour change if opposite attitudes were to apply (i.e., classical music is exciting). Illustrate with examples.

4. Discuss the phrase, "We choose our own behaviours", using the following example as an illustration: The teacher is called out of the room to take an important phone call, and the students are left unattended for about 15 minutes.

   a) What types of behaviour might the students choose?
   b) What are the probable consequences of each choice?
   c) What attitudes (positive or negative) are being demonstrated through these behaviours?
   d) How do others sometimes attempt to influence our choices of behaviour and attitudes?
   e) Give some examples of other situations in which we might have to choose our behaviour and face the consequences (drug use, observing curfew times, studying or not studying, shoplifting).
   f) What is meant by the phrase, "Every decision or behaviour has consequences"? Illustrate with examples.

VALUES, ATTITUDES AND BEHAVIOURS (ELECTIVE)

Note: This topic is in the elective portion of the course. Teachers may present this information to students for remediation (basic understanding) or enrichment.

1. Define the following terms for or with the students: congruence, consistent, value, attitude, and behaviour.

2. Briefly, discuss the fact that congruence occurs when our behaviours and attitudes match our stated and prized values (e.g., I say I'm honest, I prize my honesty, and I tell the clerk at the food store when he or she gives me too much change.).

   a) Have students identify a list of values that people hold. (See page 16 of the curriculum guide.) Put the list on the blackboard.

   b) Assign one or two of the values to each student. Asking for two sentences for each value, one giving an example of congruence in a manner similar to the example given above, and one showing incongruence.

3. Discuss students' examples, and define the terms conscience, guilt and hypocritical. Discuss how each term relates to the concept of value congruence. Ask, "What values do you possess that you think will always affect the way you act?"

For Enrichment

1. Ask students to view a television show that deals with values and behaviour ("The Cosby Show", "Highway to Heaven", "Growing Pains", "Family Ties") and make note of some of the values expressed, either verbally or non-verbally, through behaviours.

2. Newspaper Search: As a variation of enrichment activity #1 above, ask students to scan one section of a newspaper and look for examples of value behaviour combinations to bring to class.

3. Ask students to identify possible values involved in the following sentences. Have them work individually at first and then share their ideas.

   a) Person A chooses police work as a career.
   b) Person B chooses home economics instead of art as a complementary course.
   c) Person C runs for political office.
   d) Person D takes a dare from his friends and shoplifts.
   e) Person E chooses forestry as a career.
   f) Person F refuses to sneak out to go to a party, saying his parents won't approve.

DEVELOPING NEW FRIENDSHIPS

Note: Instructional objectives 1, 3 and 4 are a review of the concepts learned as part of the elementary health course. The basic textbooks, Discovering Yourself (pages 61-67) and Lifestyle 1 (pages 64-75) and their supporting teacher manuals contain extensive student materials and information to cover these three objectives.

PARENTS

Distribute to students the "Wonderful World of Parenting" activity on the next page. You may decide to use the students' answers as part of a class discussion, publish some of the results, or simply collect them for evaluation.

STUDENT ACTIVITY: THE WONDERFUL WORLD OF PARENTING

Part A: The Advice Column

You have been hired for the job of Ms. HAPLS (Health and Personal Life Skills), who writes a daily advice column for your local paper. Answer the following letter from a concerned Grade 7 student.

Dear Ms. HAPLS,

Ever since I entered junior high school, my folks have been acting really strange. They always seem to be worrying about me, checking out my friends, asking lots of questions, that kind of thing. When I was in elementary school, they never seemed to worry. Why the big deal now? What are they concerned about anyway?

Yours truly,

Jumpy in Junior High

Part B: The Feature Editor

After several months of doing a terrific job on the advice column beat, you find yourself promoted to the position of feature editor. Your first job as feature editor is very similar to your first assignment as advice columnist: you are to interview Grade 7 students to answer two questions.

1. What advice would Grade 7 students give to parents of teenagers who want to understand the lives of their children and create a positive family environment?

2. What advice would Grade 7 students give their junior high school friends about relating more positively to their parents?

Write a brief article (point form) giving five pieces of advice to parents and five pieces of advice to junior high students.

KNOWING YOUR JUNIOR HIGH SCHOOL

Note: Both basic texts, Lifestyle 1 (pages 57-63) and Discovering Yourself (pages 71-76), and their supporting teacher manuals, offer a variety of approaches to teaching these objectives. The following activity might be used as an enrichment or remediation activity.

1. Arrange to take each of your classes on a tour "behind the scenes" at your junior high school. During the tour, be sure to visit the:

   a) principal and vice-principal
   b) front office staff
   c) head caretaker
   d) library and library staff
   e) various departments (fine arts, industrial arts, gymnasium, home economics)
   f) fire escape routes
   g) medical room
   h) lunch room/cafeteria.

2. As you tour, point out key features of the school such as the house league bulletin boards, display areas, memorabilia (trophies, first grad class), and discuss off-limit areas and other important rules.

3. On your return to the classroom, encourage students to ask questions and discuss the ways in which junior high appears to be different from elementary school.

4. If possible, invite a student council representative to the class after or during the tour to discuss student activities and ways to become involved.

STUDY AND HOMEWORK

Note: This topic is in the elective portion of the course. The suggested activity is intended as a remediation lesson for individual students or for a group of students who are experiencing difficulty in doing junior high level assignments and preparing for examinations.

This activity has three parts, a study skills survey and two study approaches that can be used according to the students' needs. (See also Lifestyle 1 (pages 57-63) and Discovering Yourself (pages 73-76) and the corresponding teacher manuals.

ACTIVITY 1: SELF-RATING CHART FOR STUDY SKILLS

		Most of the Time	Some of the Time	Hardly Ever
1.	I write out a schedule of my study time.			
2.	I follow the schedule I've written out.			
3.	I study in a place that's quiet and free of distractions.			
4.	If I come across a word I don't understand, I look it up.			
5.	I write down each day's assignments.			
6.	I do nightly review, looking at the last lesson before starting the next.			
7.	I get right to work without wasting a lot of time.			
8.	I sit comfortably in a well lit location.			
9.	If I don't understand something, I ask the teacher for assistance.			
10.	I keep my mind on my work, trying not to daydream.			
11.	I stick with each task until it is completed.			
12.	I finish all my assignments.			
13.	If something is difficult for me, I read it over a second time.			
14.	I sometimes work with a friend to ask and answer questions.			
15.	I have learned a specific study skill or technique.			

SCORING: Give yourself 5 points for each check mark in the left-hand column, 3 points for each one in the middle column and 0 points for any in the right-hand column.

60-75 points: You are giving yourself an edge at school.

35-60 points: You have some good ideas, but a way to go yet!

Less than 35: Uh-oh! No matter what your marks are, they're not close to what they could be!

ACTIVITY 2: THREE STEPS TO EFFICIENT STUDYING

Step One: Being Prepared to Study Well

1. Do I have the right attitude? What is the right attitude?
   a) Confidence: Since study is work and anybody can work, so can I!
   b) Concentration: Even I cannot combine study, recreation and relaxation all at the same time!
   c) Habit: At one time, it was impossible for me to ride a bike or hold a pencil or find your house--now I just do it!
   d) Purpose: Compete with yourself! Set small, realistic goals to improve your work habits and marks.
2. Do I have a regular time when I study and is it long enough? One hour per night is probably appropriate at the Grade 7 level.
3. Do I have a good place to study? Is it relatively quiet, free from distraction, well lit and reasonably comfortable?
4. Do I have all the equipment I need before I start? Does this include a glass of water?

Step Two: Knowing What to Study

1. Do today's homework first; get it out of the way!
2. Leave some time each evening for "nightly review" of the day's work. Set aside a larger block of time for such things as unit reviews.
3. Plan each subject's study time before starting.
4. Do the most difficult work first, putting most of the study time into subjects where improvement is needed.
5. When weariness occurs, temporarily switch to something else.

Step Three: Having a Method to Use

Some general rules can help:

1. Always work quickly; it improves understanding and prevents daydreaming.
2. Underline key statements, words or phrases. Make notations in the margins of books in own collection.
3. Make up questions and keep them in a study book.
4. Read different types of lesson differently. Reading algebra and English short stories at the same speed doesn't make sense.
5. If m[illegible]izing something is the task, study in short, well spaced periods inste[illegible] of in one or two long, concentrated attempts.

ACTIVITY 3: THE "SQ3R" STUDY METHOD

1. The "S" Stands for Survey

   a) Give yourself a good overall idea of what you're studying.
   b) Read the outline of the whole unit or chapter.
   c) Read all the chapter heading and the first and last sentences of sections.
   d) Study pictures and graphs.
   e) Do all of this in about one minute!

2. The "Q" Stands for Question

   a) Ask yourself questions that may be answered by reading. (For example, turn a heading into a question.)
   b) Read and answer the questions at the end of the chapter (if available).

3. The First "R" Stands for Read

   a) Read actively.
   b) Make note of important terms and passages that are printed in bold type or italics.
   c) Read to look for the answers to the questions that you made up.

4. The Second "R" Stands for Recite

   a) Recite aloud, to check that you have understood what you've read.
   b) Recall each of the headings and the questions you invented.
   c) Recite each of the main points.
   d) Use the cover-uncover method. Cover the answers, try to recall them, recite them aloud, and uncover to see if you were correct.
   e) Jot down main points in outline form.

5. The Third "R" Stands for Review

   a) Most of what we learn is "forgotten" within 24 hours. Nightly review keeps ideas fresher in our minds.
   b) When you have read or studied something, always review it during the next 24 hours.
   c) Look over your notes periodically to get a "bird's-eye view".
   d) Again, use the cover/uncover method.
   e) Always make working notes.

CAREER--OCCUPATION--JOB

The terms "career", "occupation", and "job", are often used interchangeably to describe what people do for a living. To correct this misinformation, the following activity might be used:

1. Ask the students to define career, occupation, job. (Expect some confusion because the words have similar meanings in most people's minds.)

2. Discuss students' answers, and then share the following definitions:

   Career: A series of roles enacted by an individual throughout life. A career is the sum total of one's life experiences: jobs, education, family roles, hobbies, retirement, and so on. You have only one career in your life--being yourself!

   Occupation: A "cluster of jobs" involving similar interests, similar abilities, and similar goals. A person who was a bank teller but resigned to become an underwater welder would be changing occupations. If that same person decided to take accounting courses and become a loan officer, he or she would be changing jobs, but remaining in the same occupation.

   Job: A position of work in an organization that includes specific tasks and responsibilities. Accounting is an occupation; working for H.&R. Block as an accountant is a job.

3. Ask students to choose any adult they know well and who is presently employed. Either through present knowledge or by interviewing the person they have chosen, the students answer the following questions:

   a. What is your present job? What are your responsibilities in that job?

   b. What other jobs are very similar to the one you do? What other jobs use some of the same skills or involve the same interests?

   c. Have you ever changed jobs? Have you ever had other occupations?

   d. A career is made up of all the roles a person has. Aside from the job you hold, what other hobbies, interests, volunteer work, leisure time activities or roles do you have?

4. Write a list of occupational groups on the blackboard and ask students to suggest three or four jobs which might be part of each. Occupational groups might include: teaching, management, service, technical work, sales, outdoor work.

5. As a follow-up, list several specific jobs. Ask students to consider other similar jobs that might be of interest to someone presently looking for work. (With jobs being scarce, one often has to expand the parameters of a job search.) Jobs listed might include: daycare supervisor, bank teller, physical education teacher, shoe salesperson, carpenter, greenhouse worker....

WHY PEOPLE WORK

Part A: The Interview

As a class project, ask each student to interview at least five people who are or have been employed. As part of the interview, have students ask at least the following questions related to the reasons why people work. (The students may generate additional questions.)

1. What is there about the work you do that gives you the most satisfaction?

2. Are there aspects of your work that sometimes "get you down", that you wish were not part of the job?

3. If you were fortunate enough to win a sum of money large enough to support yourself and your family, would you still continue to work? Explain.

Once the interviews have been completed, compile the results, observing common threads of job satisfaction or dissatisfaction. Basically, the class will be looking for:

a) the reasons why people work
b) the qualities of work that people find most satisfying/dissatisfying.

Before the interview, students might hypothesize what they think the answers will be for each of the three questions.

Part B: Class Discussion

1. Needs Met Through Work

   Using the curriculum guide (page 74), Lifestyle 1 (pages 77-78), or Discovering Yourself (pages 95-97), discuss the concept of needs satisfaction with the class.

   a) On the blackboard, make a list of people's needs (physical, emotional, social, mental, etc.).
   b) Discuss the ways in which work helps to satisfy these needs.
   NOTE: INCLUDE IN YOUR DISCUSSION THE VALUE OF UNPAID WORK, SUCH AS PARENTING OR VOLUNTEER SERVICE.

2. Values Expressed Through Work

   a) Discuss the qualities listed on page 16 of the curriculum guide. Discuss the ways in which all types of work help us to express or satisfy these values.

b) As a follow-up, list the following work-related values on the blackboard and have students suggest jobs/occupations which might at least partially satisfy them:

- making a contribution to society
- having a high social status in the community
- improving the welfare of others
- earning a high salary
- being free to make one's own decisions.

Part C: The Value of Volunteer Work and Leisure Time Activities

1. Ask students to list their hobbies, free time activities, athletic pursuits, personal interests and/or skills (not necessarily skills related to school subjects).

2. Have the students suggest possible job/occupational areas that might make use of some of those interests and skills.

3. Discuss the concept of "transferable skills" - abilities that, while not directly job-oriented, can be transferred to a job setting. (Being a great babysitter, for example, shows an interest in children and a developed sense of responsibility. Imagine the number of jobs that require one or both of those skills!)

   One group of people who often downplay their transferable skills are women who have been out of the work force for a number of years while their children were of pre-school age. In a class activity, have the students make a "mega-list" of all the transferable skills that such a woman might have. Student answers might include:

   - accounting
   - home management
   - child care
   - volunteer work
   - nursing
   - time management
   - organizational skills

4. Discuss the following ideas with the students: usually some, but not all, of our personal hobbies, interests, and skills are involved in the work we do for money. However, a career involves not only a job or occupation, but also one's whole life. (A high school student in Sherwood Park, Alberta is training to be a beautician, but is very interested in archaeology. Since she does not have the educational qualifications to pursue this interest area as a job, she does volunteer work at the Provincial Museum in her spare time. Her career, therefore, includes archaeology.)

5. Discuss the value of volunteer work (especially for teenagers) to both the volunteer and the recipient.

   a) Make a list of the values of volunteer work for the teenager. Include testing of job skills and interests.
   b) Using a real estate map of your school area, draw a circle approximately one km in radius from the school. What types of volunteer work--either presently existing or self-initiated--might be possible in just this short distance from school. Brainstorm the possibilities!

EDUCATIONAL PLANNING IN JUNIOR HIGH

Materials Needed: a junior high school course selection list and/or school course handbook, and a senior high school course selection list (optional).

1. Discuss with the students the fact that selecting courses in school is very similar to selecting a job or occupation. While much of what one is expected to do is compulsory or mandated by the job/school, there are still opportunities to do things which enhance one's present interests and abilities or allow for the development of new ones.

2. Part A

   a) Ask students to take out the list of hobbies, activities, and interests that they developed during the previous section on the value of volunteer and leisure time activities.

   b) Using this information and the course selection list, have students complete a chart similar to the example below. The chart can be completed for all courses, core as well as complementary, but the intent is to look at course selection criteria and at the choices available to students in junior high school.

COURSE	COURSE CONTENT (WHAT I WILL LEARN)	MY INTERESTS/SKILLS RELATED TO THE COURSE	JOBS/OCCUPATIONS RELATED TO THE COURSE
Physical Education	Volleyball, team sports, fitness, fair play, swimming, basic first aid...	Outdoors, track, reading about sports heroes, weightlifting	Coach, professional athlete, athlete trainer, recreation director, teacher...

3. Part B (Optional)

   a) Distribute copies of the senior high school course selection list. (Grade 7 is a little early, of course, to begin choosing senior high school subjects. However, an early look at future choices may assist some students in considering the subjects they intend to take in Grades 8 and 9.)

   b) Discuss the even greater selection of courses in senior high school and the ways in which both core and complementary courses have an impact on post-secondary planning.

INTRODUCTION TO THEME IV

Theme IV, the most comprehensive of the five themes of the Health and Personal Life Skills course, includes what many consider to be the basic content of a health education program.

Theme IV provides many opportunities for teachers to make use of local and provincial health resources. For example, the following agencies and individuals could provide valuable support to the Grade 7 classroom:

- Local doctors, nurses, dentists and surgeons.
- Dental hygienists, working privately or with local health units.
- The school nurse or immunization teams with health units.
- St. John Ambulance first aid instructors.
- Social workers or child protection workers (child abuse).
- Fire department personnel, ambulance attendants.
- Alberta Alcohol and Drug Abuse Commission: Community Education Services.
- Alberta Social Services.
- Mental Health Services.
- Alberta Community and Occupational Health.

The basic textbooks, Discovering Yourself, and Lifestyle 1, plus their supporting teacher manuals, provide excellent content and activity information for teachers. This section of the manual will therefore "fill the gaps" by providing student activities.

Alberta Community and Occupational Health assisted in the development of activities for this section of the manual by surveying health professionals across Alberta to locate teacher resources. Many more activities and materials, that are beyond the scope of this manual, may be obtained by contacting local health units or writing to:

School Health Education Coordinator
Health Education and Promotion
Alberta Community and Occupational Health
10030 107 Street
Edmonton, Alberta
T5J 3E4

MAINTENANCE OF BODY SYSTEMS

1. Divide the class into five project work groups, and assign one group to research each of the following topics:

   KNOWLEDGEABLE NUTRITIONISTS: Research the importance of good nutrition.

   ENTHUSIASTIC EXERCISERS: Research the value of regular and positive exercise.

   RESPONSIBLE RESTERS: Research the importance of sleep and rest.

   STAMP-OUT STRESSORS: Research common stressors and ways to relax to reduce harmful effects of stress.

   MASSIVE MEDICALS: Research the importance of regular medical, dental and optometric check-ups.

2. Discuss the importance of maintaining body systems, and suggest sub-topics that each group might want to look into.

3. On completion of research, have each group do one or both of the following activities:

   a) Produce a poster to convince others of the importance of their cause.

   b) Do an oral presentation on the importance of their topic.

PERSONAL SAFETY (ELECTIVE)

Note: This elective portion of the course allows further exploration of a topic that is highly relevant to some Grade 7 students.

Teachers may wish to contact agencies in the province and community that can provide personnel and print resources to assist them in teaching about child abuse. Some agencies include:

- Family and Community Support Services
- Sexual Assault Centres
- Alberta Social Services
- Alberta Community and Occupational Health
- Health Units
- Police
- Hospitals or Clinics

1. Ask students to define, in their own words, emotional injury, physical injury and sexual abuse.

Definitions from the Child Welfare Act 1984, Chapter C-8.1:

(3) For the purposes of this Act,

(a) a child is emotionally injured

(i) if there is substantial and observable impairment of the child's mental or emotional functioning that is evidenced by a mental or behavioural disorder, including anxiety, depression, withdrawal, aggression, or delayed development, and

(ii) there are reasonable and probable grounds to believe that the emotional injury is the result of

(A) rejection,
(B) deprivation of affection or cognitive stimulation,
(C) exposure to domestic violence or severe domestic disharmony,
(D) inappropriate criticism, threats, humiliation, accusations or expectations of or towards the child or
(E) the mental or emotional condition of the guardian of the child or chronic alcohol or drug abuse by anyone living in the same residence as the child;

(b) A child is physically injured if there is substantial and observable injury to any part of the child's body as a result of non-accidental application of force or an agent to the child's body that is evidenced by a laceration, a contusion, an abrasion, a scar, a fracture or other bony injury, a dislocation, a sprain, hemorrhaging, the rupture of viscus, a burn, a scald, frostbite, the loss or alteration of consciousness or physiological functioning or the loss of hair or teeth;

(c) a child is sexually abused if the child is inappropriately exposed or subjected to sexual contact, activity or behaviour.

2. Discuss how all threats to personal safety involve a loss of personal control or power. Someone or something exerts power over a person through force, threat, size, or strength.

   Give examples, or ask for examples, from crime situations, school bullying, risk from drunk drivers, natural disasters, etc. Look for the common factor of loss of control.

3. To deal with matters of abuse, the victim must regain personal control of the situation. Discuss answers to the following questions:

   a) What steps could a potential or actual victim take to regain control?
   b) Would assertiveness or aggressiveness help?
   c) Why would it be important for a child to learn:
      - basic anatomy with proper terminology?
      - how to say "no" to adults?
      - how to express feelings?
      - that parents will listen?
   d) Who could someone turn to for assistance in re-establishing personal control?

4. Often the abuser uses physical or emotional force to keep control of another person. What specific types of force are sometimes used?

5. Knowledge or suspicion of child abuse is called "the secret you cannot keep". If you were aware of possible child abuse, to whom could you go for assistance?

Additional Remediation and/or Enrichment Activities

ACTIVITY 1: FACTS OR MYTHS ABOUT CHILD SEXUAL ABUSE

Read each of the following statements about sexual abuse and circle "F" if you think the statement is a fact; "M" if you think it's a myth.

1. Sexual abuse is rare, as compared to other forms of abuse. F M
2. The offender is usually a stranger to the child. F M
3. The victim is usually a teenage girl. F M
4. Sexual abuse usually occurs only once. F M
5. The abuse usually takes place in an isolated area. F M
6. The abuse is usually physically violent, leaving injuries. F M
7. Children often lie about sexual abuse just to get revenge. F M

KEY: All answers are false.

1. In Alberta, sexual abuse cases have outnumbered all other types of abuse combined.
2. In over 80% of cases, the offender is known to the child.
3. The victim is often a young female child, aged 4 to 11. (Younger children have less "power" and less "control" over what happens to them.)
4. Abuse is usually repeated over a number of years in some cases.
5. Abuse most often occurs in the child's home.
6. Abuse is usually non-violent; it may involve persuasion, promises, or threats.
7. Young children are not likely to lie for revenge; some sexually aware adolescents might do so. (Always listen!)

ACTIVITY 2: HOW WOULD YOU KNOW?

Students who babysit may become aware of possible abuse situations. If you suspected some form of abuse, would it be a good idea to inform your own parents of possible problems?

Read each of the symptoms in the activity which follows, and, in the space provided, place the letter "P" for Physical Abuse, "S" for Sexual Abuse, "E" for Emotional Abuse, and "N" for Neglect.

_____ 1. Has numerous bruises of various colours and different ages.
_____ 2. Draws pictures of people with sex organs.
_____ 3. Hoards food, steals, begs.
_____ 4. Has severe allergies or ulcers.
_____ 5. Craves affection.
_____ 6. Has human bite marks; bald spots.
_____ 7. Is a chronic runaway.
_____ 8. Has difficulty in walking or sitting.
_____ 9. Is a chronic runaway (choose a different answer from #7).
_____ 10. Has soiled clothing and poor hygiene.
_____ 11. Behaviour is extreme.
_____ 12. Wears clothing that covers the body but is inappropriate for the season.
_____ 13. Has burns (especially unusually shaped ones).
_____ 14. Has sleep disturbances, such as insomnia.
_____ 15. Has urinary or yeast infections.
_____ 16. Is fatigued or listless.
_____ 17. Rocks, sucks thumb, bites; puts self down.
_____ 18. Cruel, vandalizes, steals and cheats.
_____ 19. Shows great interest in sexual matters; knows more than age would suggest.
_____ 20. Afraid of physical contact with any adult; is aggressive or withdrawn.

Follow-up

1. Before discussing the key, explain that some of the symptoms mentioned may be indications of other problems as well. However, any such symptom should cause you to be more alert to other possible signs.

2. Stress the importance of letting someone else know. Abuse has a high profile at the present time, and a wide range of support systems is available to help both the victims and the abusers.

3. Key:

1. P	6. P	11. E	16. N
2. S	7. P/S	12. P	17. E
3. N	8. S	13. P	18. E
4. E	9. S/P	14. S	19. S
5. N	10. N	15. S	20. P

4. For more complete lists of possible signs, contact sexual assault centers, Family and Community Support Services offices, and local health units.

5. For enrichment, invite a social worker or child protection worker to discuss the intervention steps that occur if child abuse is suspected and/or proven.

APPLYING SAFETY AND EMERGENCY PROCEDURES TO BABYSITTING (ELECTIVE)

Note: Depending on individual and community needs, teachers may either omit this section entirely or expand upon it. Community resources can be very helpful in teaching this section.

1. Administer the following multiple choice test to the class.

STUDENT ACTIVITY: BABYSITTING--DO YOU KNOW WHAT TO DO?

Read each of the cases below and circle the letter indicating the best answer:

1. You're babysitting a four-year-old who starts screaming in the middle of the television program "The Twilight Zone". You should:

   a) tell him he's being a baby
   b) make him watch the rest of the show to get him used to it
   c) turn off the TV and play a game with him, telling him it's all pretend.

2. You've gone to babysit for someone new. The children do not know you are shy and scared. You should:

   a) be thankful for the quiet and get your health homework done
   b) enthusiastically and loudly tell them "Cheer up!"
   c) calmly, quietly involve them in a game or activity such as colouring.

3. Brian and Bill, twin seven-year-olds, hit each other and argue continually. You should:

   a) let them go at it and stand by with band-aids
   b) separate them until they can co-operate
   c) spank them and send them to their room.

4. Eighteen-month-old Gwen throws a temper tantrum when you don't give her more cake. You should:

   a) give her more cake to stop the tantrum
   b) distract her by bringing in one of her favourite toys
   c) yell at her for being such a whiner.

5. Blayne says, "I'm never going to talk to my Dad again!" You should:

   a) show him you understand his feelings and listen to him
   b) convince him that he doesn't mean it; that it was a dumb thing to say
   c) laugh and say, "Man, are you dumb!".

KEY: 1. c 2. c 3. b 4. b 5. a

Adapted from "Wanted Supersitter" CURRENT LIFESTUDIES, Volume 5, No. 3, November 1981, pp. 24-25. Adapted and printed with permission.

2. Discuss the students' answers and the reasons why the answers given are the best ones. Compare babysitting skills to parenting skills (particularly the need to deal with behavioural difficulties).

3. Discuss the following questions:

   a) What are some of the most difficult problems encountered by babysitters? How can they best be handled?

   b) What emergency procedures should every babysitter learn? Explain.

   c) One of the most important elements of the child-sitter relationship is TRUST. How can a sitter build trust?

   d) Babysitters often come face to face with children's fears. If a child you were caring for appeared to be extremely frightened, how could you assist him or her?

   e) Babysitters should not use fear as a "weapon" to control children. What kinds of threats and punishments should sitters avoid?

   f) One "expert sitter" says that the key to good babysitting is making each child feel special. How could you accomplish that?

   g) Many babysitting courses include a section on child development. Why is this topic so important?

   h) Before parents leave for the evening, what list of information should they always leave with you?

4. Activities for Enrichment

   Students in your class may feel a need to go beyond the above discussion. The following activities gathered by Alberta Community and Occupational Health, may be helpful.

   a) Ask a local pediatrician, a member of the Alberta Safety Council, or some other suitable resource person to work with the class to develop a code for babysitters.

   b) Have the class construct a babysitter's handbook, which might include:

      - emergency numbers; parent contact number blanks
      - child development information for ages and stages, 1 to 11
      - first aid tips and emergency procedures (basic)
      - snack suggestions, games for different ages, story ideas

   c) Role play bad babysitting techniques or "lousy experiences" on the job.

   d) Invite several parents of young children to discuss what parents expect from sitters, and have a student panel of experienced sitters respond.

LIFESTYLE AND THE ILLNESS/WELLNESS CONTINUUM

1. Draw the following diagram on the blackboard and have students copy it in their notebooks.

2. Explain the drawing as follows:

   - A person's state of health exists on a continuum, a balance between being well and being ill. Health can be considered in terms of illness with signs and symptoms leading to treatment, or in terms of wellness, where education, awareness and personal growth allow a person to assume responsibility for his or her own good health.

   - Being well is not a static condition. If you wish to continue to be well, or to become well, you must take good care of your physical self, your mental self, your emotional self, your social self, your environment and your safety, and your creativity. Wellness or health is more than being free from illness, more than just physical stability.

3. Ask students to divide a looseleaf page into three columns, the first being about five cm wide, and the other two dividing the rest of the page equally. Label the first column, WELLNESS FACTOR; the second, POSITIVE CONTRIBUTORS; and the third, NEGATIVE CONTRIBUTORS.

4. In the first column, have students write the factors usually associated with improving health. In the second column, have them write two lifestyle choices they might make to <u>improve wellness</u>; in the third column, two lifestyle choices that might move them <u>toward illness</u>.

   Example: Factor: Home safety and personal care.

   Positive: Keep immunizations up to date.
   Choose not to smoke.

   Negative: Store flammable liquids in the basement.
   Never go to the doctor for a check-up.

5. Guide students through the activity, using each of the following:

   a) being productive, sleeping, relaxing
   b) home safety and personal care
   c) being nutritionally aware and active
   d) being environmentally aware and active
   e) physical activity and fitness.

f) expressing emotions and feelings
g) involvement in school and community
h) being creative; expressing oneself
i) automobile, motorcycle, bicycle safety.

6. Discuss the results with the whole class. Point out:

   a) Personal responsibility plays an important part in making lifestyle choices. We make choices for wellness or illness.
   b) The quality of lifestyle leads to the quality of wellness.
   c) Preventive measures are important:
      - medical check-ups
      - proper dental care
      - immunization
      - other points are listed on pages 86-87 of the curriculum guide.
   d) Lifestyle choices continue throughout one's lifetime and in parenting.

7. If you feel it is warranted, invite members of the local health unit to discuss their roles in the wellness/illness cycle.

DISEASES AND DISABILITIES

1. Ask students to define the following terms: disease, communicable disease, chronic disease, disability. (Basic definitions appear on pages 87-90 of the curriculum guide.)

2. Have individual students or pairs of students find the following information about a disease and/or disability (see suggested list of topics in #5 on the following page):

   a) causes of the condition, disease or disability
   b) symptoms or methods of detection
   c) treatments and cures, if any; control
   d) preventive measures, if any
   e) support agencies, research being done, etc.

3. Assist students by reserving pertinent encyclopaedias, texts, and other library materials, and supplying pamphlets (or provide lead time for students to send for pamphlets, especially if your school is located in a rural area).

4. Evaluate the research reports as you would for a science or social studies project. Oral reports or bulletin board displays could be used instead of formal written reports.

5. Suggested topics:

   a) common tooth and gum diseases of teenagers
   b) common adolescent skin problems
   c) asthma
   d) common allergies
   e) epilepsy
   f) diabetes
   g) cancer (lung)
   h) arthritis
   i) common heart (cardiovascular) diseases
   j) cirrhosis
   k) emphysema
   l) cerebral palsy
   m) spina bifida
   n) muscular dystrophy
   o) multiple sclerosis
   p) types of vision impairment
   q) acquired immune deficiency syndrome (AIDS)

6. Two students might be assigned to complete one of the following demonstrations on dental care for the class:

   DEMONSTRATION I

   Materials Needed: two cups, two eggs, 1 bowl, 1 oz. stannous fluoride (from dentist), three cups white vinegar

   Procedure

   Mix the stannous fluoride in one cup of water. Soak one egg in this solution for four minutes. Remove the egg, rinse with clear water. Put the treated egg in one of the clean cups and the untreated egg in the other. Cover each egg with vinegar. Note that bubbles form on the shell of the untreated egg almost immediately, showing the dissolution of calcium. The treated egg remains unaffected by the acid for a considerable length of time. Discuss with the class what happened and how it is related to the action of acid on teeth.

   DEMONSTRATION II

   Materials Needed: marshmallows, 2 sharp knives, apples

   Procedure

   Have students cut a marshmallow with one of the knives. Ask them to notice how sticky the knife becomes. Then ask the students to cut an apple with the other sharp knife, and have them notice that the apple does not stick to it. Discuss with students the reasons for avoiding sticky sweets between meals.

SKIN, HAIR, NAIL AND TOOTH DISORDERS (ELECTIVE)

Note: This topic, an elective topic in an optional sub-theme, may be appropriate for some students.

1. Using the curriculum guide, page 93, discuss the following topics related to skin (not including acne which was discussed elsewhere in sub-theme F, page 92 of the guide):

   a) Effects of blisters, frostbite, sunburn and athlete's foot (check local medical clinics, pharmacies, and shoe stores for print information).

   b) Common causes and preventive steps.

2. Using print materials from local hair salons, discuss the importance of maintaining hair cleanliness and conditioning, preventive measures, and proper hair care.

3. Describe and discuss care of the nails, emphasizing the importance of choosing shoes that are first, comfortable, second, health-promoting, and third, fashionable.

4. Remind students of the importance of regular dental care and of exercising caution when playing sports (use of mouth guards) discussed earlier in sub-theme F, page 94 of the guide. List sports that pose particular risks for teeth.

Enrichment Activities

1. Involve professionals in the community in class discussions and activities.

   a) If your community has a pediatrician, invite her or him to spend 10-15 minutes with the class. (Seek volunteers for a check-up.)

   b) Invite local hair stylists to come to the class to talk to boys and girls about proper hair and nail care. (Visit a salon if your class is small.) If the local high school has a beauty culture program, invite members of the senior class as guest presenters and demonstrators.

   c) Ask a local doctor to speak to the students about safe suntanning and skin care.

   d) Ask a member of the dental group at the local health unit to speak to the class on tooth care and protection.

INTRODUCTION

The basic textbooks, Lifestyle 1 and Discovering Yourself, do not deal extensively with the topic of drug awareness, but the Grade 8 texts in the series, Lifestyle 2 and Knowing Yourself cover the topic very fully. The curriculum guide indicates that drug use and abuse is to be emphasized in Grade 7 and reviewed in Grade 8. If more than one teacher is presenting the health curriculum in your school, set up a meeting to discuss this situation.

We are fortunate in Alberta to have the Alberta Alcohol and Drug Abuse Commission (AADAC). AADAC -- which has advertising campaigns, a magazine (Zoot), Peer Support/Counselling Programs, youth conferences, and a Community Extension Services section -- provides a wealth of information and services. Teachers should find out about AADAC's educational materials, kits and audio-visual lists, and prepare a classroom library of materials for reading and research.

Check the phone book for the AADAC office nearest you. The address of the head office is:

Alberta Alcohol & Drug Abuse Commission
Community Education Services
803, 10109 - 106 Street
EDMONTON, Alberta
T5J 3L7

Phone: 427-4267

Health and Welfare Canada also produces a variety of print resources on alcohol and drug abuse.

Communications Directorate
Health and Welfare Canada
Suite 205 Financial Building
10621 - 100 Avenue
Edmonton, Alberta
T5J 0B3

Phone: 420-2758

DEFINITIONS AND TYPES OF USE

1. Discuss various definitions of the word "drug" and ask students to make a list of common drugs.

   Were coffee, tea, aspirins, etc., on the students' lists? Why or why not?

2. Using pages 96-101 of the curriculum guide for basic information, help students to define "drug use" and "drug abuse".

3. Have students divide a page in half vertically.

   a) Title the left side "Reasons for Using Drugs", and the right side "Reasons to Avoid Drug Use".

   b) Remind students to consider both legal and illegal drugs; from aspirin to cocaine, tea to heroin, penicillin to PCP's.

4. Work in groups of four or five to gather as many reasons as possible for each of the two columns. Discuss each group's ideas with the whole class, and categorize the reasons for drug use: therapy, relaxation, peer influence, social reasons, ceremonial/religious reasons.

DRUG EFFECTS AND INTERACTIONS

1. Discuss the fact that all drugs have effects on the body systems. Even beneficial medicines carry cautions with respect to side effects and conditions for usage.

2. Select several legal drugs (not including alcohol) from the list generated in the previous activity.

3. Invite a local pharmacist to visit the class and:

   a) suggest possible side effects for the drugs listed (Give the guest the list ahead of time.)

   b) briefly discuss the importance of recognizing possible side effects of drugs or medications, and explain the "CAUTION SYMBOLS" on display in all drug stores and which are placed on prescriptions and many over-the-counter remedies.

4. If a pharmacist cannot attend the class as a guest speaker, interview a pharmacist yourself or ask one or two students to visit a pharmacist.

SOURCES OF INFORMATION

1. Raise the following issue in class, noting that both legal and illegal drugs are under consideration:

   In the decision-making process we learned in class, one of the most important steps is to consider the consequences of our actions. Sometimes to do this, we need to acquire good, factual information about the consequences, effects and so on.

   If you were going to make an informed decision about whether to use a drug, what types of information would you need to have?

   Using page 98 of the curriculum guide as a resource, brainstorm responses to this question.

2. Ask students, "Where can you get the information that you need?"

   Again using page 98 as a guide, brainstorm responses to the second question.

UNDERSTANDING DRUGS: A RESEARCH PROJECT

1. Have students do research on the effects, uses, abuses, and risks of drug-taking, either individually or in small groups.

2. Involve students in deciding which drugs to research, what questions are to be answered, and the format of the assignment (oral, written, poster, other).

   The questions to be answered might include:

   a) nature of the drug; category into which it is placed
   b) effects of the drug (harmful or beneficial); combination effects
   c) symptoms of its use
   d) treatment problems
   e) legal issues
   f) long-term and short-term implications of use
   g) signs of addiction (if any).

3. To follow up on student research, the teacher may decide to:

   a) invite AADAC representatives to the classroom to discuss their work
   b) invite a member of AA or Ala-teen to the class
   c) invite a member of the RCMP or local police department narcotics division to speak to the class
   d) arrange for audio-visual support for the students' reports
   e) organize a "facts and myths" questionnaire such as the one included in the evaluation section of this manual.

ADDITIONAL ACTIVITIES

ACTIVITY 1: WHAT WOULD YOU DO?

Following is a list of seven hypothetical situations. Choose three situations, and for each one write a brief description of what you would do in that situation or what you would recommend that someone else should do in that situation.

1. Your boyfriend/girlfriend has started using pot and wants you to start too.
2. You are a parent who has just discovered drug equipment in your child's room.
3. Someone suggests to you that drugs are necessary if you want to have a good time.
4. You belong to a group that drinks a lot, but you've decided to quit.
5. You're at a party, and someone passes a joint to you.
6. Your little brother/sister says, "Why shouldn't I drink? My friends do."
7. You notice that your mom has been taking aspirins every day for a little headache.

ACTIVITY 2: IS DRINKING A PROBLEM FOR A TEEN YOU KNOW?

Take the following test yourself or for a friend who uses alcohol.

1.	Does your friend lose time from school because of drinking?	Y	N
2.	Does your friend talk a lot about how drinking helps him or her to be less shy?	Y	N
3.	Is your friend's drinking affecting the way others feel about him or her?	Y	N
4.	Does your friend seem to be trying to escape from problems at home or at school?	Y	N
5.	Does your friend get really angry if people say, "You're drinking too much"?	Y	N
6.	Does your friend drink before going out with friends?	Y	N
7.	Does your friend borrow money, or is he or she short of money for other things?	Y	N
8.	Has your friend lost some friends because of drinking?	Y	N
9.	Does your friend prefer to hang around with others who prefer to drink?	Y	N
10.	Does your friend drink more than most of his or her friends?	Y	N
11.	Does your friend drink until whatever he or she has bought is gone?	Y	N
12.	Does your friend sometimes forget things about his or her drinking?	Y	N
13.	Has your friend driven when drunk, passed out or been arrested?	Y	N
14.	Does your friend sometimes drink before school or during school?	Y	N
15.	Does your friend think he or she has a problem? Do you think so?	Y	N

According to Alcoholics Anonymous, even one "yes" is a warning signal. If three or more responses are "yes", alcohol is--or is becoming--a problem and help is needed. (For other drugs, substitute the name of the drug in place of "alcohol" in the activity above.)

(Adapted from literature provided by Alcoholics Anonymous World Services.)

CHAPTER 3:

Grade 8

THEME I.	SELF-AWARENESS AND ACCEPTANCE
THEME II.	RELATING TO OTHERS
THEME III.	LIFE CAREERS
THEME IV.	BODY KNOWLEDGE AND CARE

Chapter 3

GRADE 8

THEME I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF **GRADE 8**

GETTING STARTED

It may be helpful to begin this portion of the course with a series of activities designed to promote greater self-awareness, other-awareness, and a positive classroom climate. The following ideas might be used at the beginning of the school year:

1. WHAT'S IN A NAME? Divide the class into groups of four or five students. Students tell their group members about their names. Information might include their whole names, where they got their names, how they feel about their names, what they would like their names to be if they could choose new ones, what the names mean, nicknames, and so on. After the sharing has taken place in the small group, each person introduces one other group member to the class, telling only the person's name.

2. SOMETHING ABOUT ME. Students write down 30 facts about themselves (movies, school subjects, music, foods, holiday spots, sports, clothes, pets, future career plans, friends, family, likes and dislikes, mottos), one to a line. On the right-hand side of the page, students draw a column about 5 cm wide.

   Then students circulate around the room, "trading" pieces of information with their classmates. Each item is to be shared with a different classmate or with the teacher. In the right-hand column, they write the first name of the person with whom they have shared each of the 30 items. The assignment is finished when the right-hand column is filled up.

3. "WHO AM I?" GAME. A description of this game is included at the beginning of the Grade 7 portion of this manual. This activity works very well after completion of the SOMETHING ABOUT ME activity above.

4. "WHO AM I?" COLLAGE. As a follow-up to the SOMETHING ABOUT ME activity, give each student a piece of construction paper. Using old magazines and glue or tape, students are to design and complete a collage about the things that make them unique. Pictures representing the 30 things about themselves make interesting posters which can be displayed and shared in class.

SOCIAL/ENVIRONMENTAL LIFE EXPERIENCES

1. Review with the students the definitions of self-esteem, self-awareness, and self-concept.

2. Have students draw a chart similar to the one below.

FACTOR	POSITIVE INFLUENCES	NEGATIVE INFLUENCES
Family		
Friends		
School		

3. Tell the class "How we feel about ourselves is often affected by our environment. In the chart you have made, list one or two examples of ways in which each social and/or environmental factor may affect a person's self-concept. What life experiences might cause positive or negative feelings about self-worth?"

4. In addition to the examples shown, the chart might include classmates, church, prejudice and discrimination, media, advertising, community economic conditions, and so on. Students could suggest factors for inclusion in the chart.

5. Discuss students' answers, encouraging members of the class to add ideas to their own charts as examples are given.

6. Questions for further discussion:

   a) Of all the factors listed in the chart, which one(s) do you feel has (have) the greatest impact on a person's self-concept? Explain.
   b) Do different factors become more important as a person gets older?
   c) List five positive experiences at school, at home, with friends, or on the job that you feel would increase a person's feelings of self-esteem and therefore improve his or her self-concept.
   d) List five negative experiences at school, at home, with friends (or on the job) that you feel would lower a person's self-esteem and therefore reduce his or her positive self-concept.
   e) If you are aware of a person whose feelings of self-esteem are quite low, what active steps might you take to improve those feelings?

SELF-CONCEPT AND BEHAVIOUR

1. Distribute copies of the story, "As the Real World Turns", page 53 of the recommended resource What Do You Like About Yourself? Do not copy the questions which follow the story.

2. Ask students to read the story and to make note of:

   a) each character's behaviour

   b) how each appears to feel about himself or herself.

3. Discuss the students' answers, encouraging a variety of opinions about self-concepts.

4. Ask the questions that appear in the book and/or the following questions:

   a) What environmental or social factors might be influencing Tanya's behaviour and self-concept?

   b) Can you think of a time when your behaviour was influenced by feelings such as the following?

      - "I'll probably make a fool of myself."
      - "I know I can/cannot do it!"
      - "Nobody cares anyway."

   c) What kinds of behaviour might you expect in the class, at home, on the street, or on the job from a person who has:

      - a positive self-concept?
      - a negative self-concept?

Additional Activity

Use the activity entitled "The Bumblebee Cannot Fly", page 63 of the resource What Do You Like About Yourself?.

POSITIVE AND NEGATIVE TREATMENT

Note: Grade 8 students are reviewing the topic of "positive and negative treatment". The following exercise which goes beyond the Grade 7 content, could be used for remediation and/or enrichment.

Part A

1. On the blackboard, place the words "Why do people treat others negatively?" inside a circle, and draw lines radiating out from the circle.

2. Ask students to brainstorm as many answers to the question as possible, either individually, in small groups, or as a class.

3. Fill the board with their responses, placing one answer on each line radiating from the circle.

Part B

1. On a second blackboard, draw the following diagram:

2. Once again, ask students to brainstorm as many answers as possible to the question, making sure that both "sub-circles" are covered.

Part C

1. Discuss: "How can giving positive support to others be valuable, both to myself and to others?"

2. Make a class list and/or poster on the topic TWENTY WAYS TO BUILD ESTEEM IN SELF AND OTHERS, and display it in the classroom.

Additional Activities

Additional activities are provided in both basic textbooks, Lifestyle 2 (pages 13-15), and Being Yourself (pages 35-38), and in What Do You Like About Yourself? (pages 52, 56, 62, 68).

STEREOTYPING (ELECTIVE)

Social studies and English classes often deal with stereotyping as it applies to age groups, racial and ethnic minorities, and sex roles. Activities presented here are for enrichment or remediation in cases where the lessons in other classes need to be supplemented. (Teachers may wish to begin with the attitude/opinion questionnaire on the next page.)

Part A

1. Place the following words on the board: understanding, leader, tidy, powerful, well-mannered, talkative, athletic, gentle, emotional, domineering ("pushy"), tough, ambitious... (others may be added).
2. Ask students to prepare page with two columns, one labelled "Male" and the other "Female". Ask them to place the words on the board in either or both of the columns.
3. Discuss the manner in which students have divided the words. Ask the following questions:

   a) Are there right or wrong answers?
   b) Do you think your parents would have placed the words differently in their teen years? Explain.
   c) Which answers do you think may change by the time you're 30 years old?

Part B

1. Ask students to entitle a page in their notebooks, "Male-Female Roles".
2. Activity 1: Ask students to list five roles that they have had in the past or have now. The role of "student" or "child" should be used as a last resort.
3. Activity 2: Ask students to list three "female" occupations and three "male" occupations that aren't always limited to one sex.
4. Activity 3: Tell students that people sometimes learn sex roles by watching older children and parents, or by being told what is "proper" male or female behaviour. Ask them to list three messages that young boys often get, and three messages young girls often get.
5. Activity 4: Tell students that, even though they're discouraged from doing so, stores often designate "Boys' Toys", and "Girls' Toys". List three traditionally female toys, three traditionally male toys, and three 'non-sexist' toys.
6. Activity 5: Tell the students: "Assumptions about what roles we should play are usually generalizations or stereotypes. More and more, men and women are deciding to learn skills and attitudes that once were reserved for the opposite sex. People are finding that stereotyped roles can limit their life choices, careers and self-esteem."

   Ask students to list five ways in which they think male and female roles are becoming more similar.
7. Discuss the answers that students have developed for each of the activities. Discuss how sex role stereotyping can impose restrictions on the ways in which people live.

A PRE-TEST ON ATTITUDES TOWARDS SEX ROLES

The following statements are about the roles of males and females in our society. For each statement, CIRCLE the number that indicates your opinion about the statement.

1 - STRONGLY AGREE
2 - AGREE
3 - UNDECIDED
4 - DISAGREE
5 - STRONGLY DISAGREE

EXAMPLE:

1. Males and females should be considered equally for promotions. 1 (2) 3 4 5

For the above example the individual AGREES with the statement.

STATEMENTS:

1. Both males and females can demonstrate leadership qualities 1 2 3 4 5
2. Subjects like mathematics and science are equally important to males and females 1 2 3 4 5
3. Raising children should be a shared responsibility 1 2 3 4 5
4. Both men and women should be encouraged to seek political office 1 2 3 4 5
5. Continuing one's education past high school should be a goal for both males and females 1 2 3 4 5
6. Males and females are equally intelligent 1 2 3 4 5
7. In time of war, it should be compulsory for women as well as men to serve in the armed forces 1 2 3 4 5
8. Both males and females have the ability to demonstrate understanding and compassion 1 2 3 4 5
9. There are certain jobs that are only suitable for women and men 1 2 3 4 5
10. Males and females are equally able to understand and handle mechanical problems 1 2 3 4 5
11. Teachers of elementary grades should be female; in the upper grades the teachers should be male 1 2 3 4 5
12. If a woman has a career or job she enjoys, it would be all right for her husband to choose to stay home to care for the family. 1 2 3 4 5
13.
14.

(13 and 14 have been left blank to enable you to add sentences that you have heard or seen which expressed thoughts about male/female roles.)

VALUES AND DECISION MAKING

1. Ask students to write down their own definitions of the word "value". Share the answers, looking for common threads in the definitions.

2. Have students work in groups of four or five to develop lists of "basic values". After the groups have reported, share with the class the list of values on page 16 of the curriculum guide. Most of these values will have been suggested already by the students. Ask students to add any additional values to their individual lists.

3. Discussion Questions:

   a) We all have values, and we understand what a value is. The question is, however, where do we get our values?

   b) Of all the factors that shape our values and beliefs, which do you feel may be most influential? Why?

   c) Most of our values remain constant and permanent throughout our lives. Which values do you think are most likely to go unchanged? Explain.

   d) Are there certain times in our lives when we are more likely to examine and question our values?

   e) What is the relationship between conscience and values?

   f) What might cause a person to reject old values and choose new ones?

4. As a follow-up activity, read a list of values statements related to politics, education, capital punishment, war, ecology, or nuclear power, and discuss how a wide range of positions are often taken on these issues. You might try "value voting" as a means of showing the variety of opinions.

VALUES AND DECISIONS

1. Have students complete the following activity sheet. Read the description of each situation and in the space provided list the values the person involved might be acting upon.

   a) Person A chooses police work as a career. _____

   b) When asked, "How do you think this outfit looks on me?", Person B replies, "I think it looks terrible!" _____

   c) Person C decides to take computer literacy instead of art as one complementary course option this year. _____

   d) Person D chooses not to state an opinion during class discussions. _____

   e) Person E chooses to be a forest warden. _____

   f) Person F runs for political office. _____

   g) Couple G decide to raise a family of three natural and three adopted children. _____

   h) When asked to sneak out to go to a party, Person H says, "No, my parents don't want me to go out without permission". _____

   i) Person I takes a dare from a friend and shoplifts. _____

2. Questions for further discussion.

   a) What values do you possess that you think will always affect the decisions you make?

   b) If people say, "I really believe in _____," and then do something that is the opposite of that statement:

      - how are they likely to feel later?
      - which are you more likely to believe - what they say or what they do?
      - discuss some examples of how we respond to what people say and what they do.

MOOD VARIATION

1. Ask students to supply definitions for the word "mood". Share the definitions and discuss them.

2. Students in junior high may have heard themselves described as "moody", "emotional pogo sticks", "yo-yo's", or "on a roller coaster of mood swings".

   a) Discuss the concept of adolescent mood variations. (See page 120 of the curriculum guide, pages 41-44 of Being Yourself, or pages 19-26 of Lifestyle 2.)

   b) Discuss whether students feel that adolescents are more moody than adults or younger children.

3. Using the blackboard, work with the class to establish a list of external and internal influences (treatment by others, weather, stress, illness, success/failure) that may have an effect on our moods either positively or negatively. Discuss the impact of these influences.

4. Establish a list of people, groups, and agencies that can help a person understand or cope with mood variations (if they feel that the variations are a problem). Teachers may choose to involve school counsellors or a social worker, doctor, minister, or mental health professional, as quest speakers during these discussions.

MANAGING FEELINGS

This activity encourages students to discuss feelings and use the decision-making method to cope with behaviours.

1. Read the following true story to the class.

> "On Saturday morning, John, 13, goes to the family room to watch television. About half an hour later, his younger brother Tony, 9, comes into the room, jumps on John, and tries to wrestle him to the floor. Yelling at Tony to leave him alone, John successfully pushes him away.
>
> Within a few minutes, Tony stands in front of the television, blocking John's view, and begins to change the channel. He continues to do this until John jumps up--usually after a threat or two--and shoves him aside. This action is most often followed by another wrestling match accompanied by name-calling and yelling. By this time, John is usually so angry that he threatens seriously to hurt Tony, who begins to cry and call for his mother's help.
>
> Mom arrives on the scene moments later, separating the two boys, turning off the television, and sending each to his room for the rest of the morning."

(This scene is repeated two or three times each month.)

2. Activities and questions for discussion.

   a) Using the decision-making process:

      - find another way for John to deal with this recurring problem
      - suggest ways in which John might more appropriately express his feelings of frustration and anger and thus avoid the present consequences.

   b) Why would a statement by John, such as "Tony made me hit him!", be incorrect?

   c) If John were unable to find alternative solutions to the problem or other ways of expressing his feelings, who might be able to assist him?

   d) What alternatives might the mother have for solving the problem she faces each time this happens?

   e) John chooses to express his feelings of anger through threats, yelling, and physical abuse. List some other ways that people often choose to express their feelings.

      - To assist students, list positive and negative feelings on the blackboard.
      - Suggest a variety of ways in which the same feelings might be expressed.

FAVORABLE AND UNFAVORABLE EFFECTS

1. Using the information on pages 121-122 of the curriculum guide, pages 22-26 in Lifestyle 2, and pages 41-44 in Being Yourself, present the following ideas to the students:

   a) Feelings themselves are natural and, therefore, difficult to define as "good" or "bad".

   b) The methods we choose to express our feelings may have positive or negative consequences, for ourselves and for others.

   c) While it is difficult, if not impossible to choose our feelings, we can control our behaviour and how we express feelings.

2. Discuss the positive and negative consequences of appropriate and inappropriate methods of expressing feelings.

3. Discuss how effective communication can prevent inappropriate reactions to our own feelings or the feelings of others.

   a) Often we misread or misinterpret people's feelings because their behaviour, facial expression, or tone of voice may convey a different meaning from the one they intended.

   b) Two communication skills can help us to avoid misinterpretation: feeling description and perception checking.

      - "Feeling description" involves learning to express one's own feelings so that they will not be misunderstood by others. ("I really get angry when people let me down!") Note: Do not say "YOU make me angry", but merely express the feeling and the reason for it.

      - "Perception checking" involves attempting to understand feelings by observing non-verbal signs. ("You seemed really angry yesterday. Did I do something to offend you?")

   c) Have the students practise feeling description and perception checking. Develop scenarios or role plays that allow them to interact at the feeling level.

      - Scenario I: John is angry because he has failed a test. His friend Bob thinks John is angry because Bob can't go to John's house tonight after school.

      - Scenario II: John is sad because he has to move, and change schools. Bob attempts to identify why John is sad, using perception checking only.

      - Have each student display an emotion non-verbally (face, hands, body language), and have the rest of the class attempt to identify the emotion.

EMOTIONAL EXPRESSION IN OTHERS

1. If necessary, review the definition of feelings. Emphasize that feelings are natural responses to events around us.

2. Divide the class into small discussion groups of five or six, and have each group choose a facilitator and a recorder.

3. Ask each group to develop answers to five questions listed on the blackboard:

   a) Why is it important to be sensitive to the feelings of other people and to your own feelings?

   b) How can you develop your sensitivity or show that you care about the feelings of others?

   c) Why do some people prefer not to let their feelings show?

   d) How can a person encourage someone else to share his or her feelings? How should you handle a situation in which another person definitely does not wish to "open up"?

   e) If you are to feel comfortable in sharing your feelings or opinions with a group, what conditions would have to be met?

4. Allow each group to present its answers to each question and follow up with large group discussion.

5. Discuss how your class might develop conditions in which all would feel comfortable sharing ideas and expressing feelings openly.

PASSIVE, ASSERTIVE AND AGGRESSIVE

Note: The recommended resource, The Gentle Art of Saying No: Principles of Assertiveness, provides an excellent teaching approach for this lesson.

Both texts, Being Yourself (pages 49-62) and Lifestyle 2 (pages 27-36) are also very useful for this topic.

1. Using the curriculum guide or any of the resources mentioned above, discuss being passive, assertive and aggressive.

2. Tell students that the idea of assertiveness is based on three basic rights:

   a) the right to judge one's own actions and be responsible for the consequences
   b) the right to make or refuse a request
   c) the right to make a mistake or change one's mind.

3. Discuss each of these rights and seek examples from the students.

4. Present the following assertiveness approach to the class:

   a) remember that you are a worthy person; you have the right to stand up for yourself
   b) when faced with a request that you don't wish to honour, you can say "no" politely, firmly and positively without giving a lot of reasons. (Every excuse given is an argument to be defended.)
   c) if the pressure persists, you can take one or several of the following routes: Express your feelings about the pressure (I'm getting angry about being pushed!). Admit the name calling (I guess I do seem "chicken" to you, but...). Turn the pressure around (Why are you still trying to push me to do something I do not want to do?).
   d) Finally, simply indicate that you're not going to discuss the matter any further--a favourite of parents and teachers--and, if possible, leave if the pressure continues.

5. Set up a series of role-playing situations that are related to students' answers to the question, "In what situations might assertiveness be especially useful to teens?"

   For example:

   - turning down a date (male or female)
   - resisting pressure to shoplift
   - lending homework again and again and again
   - being asked for money repeatedly
   - refusing an offer of drugs

BEHAVIOURS AFFECT OTHERS (ELECTIVE)

Note: This elective activity provides opportunities for student involvement in community activities as an outreach project.

1. Reproduce the chart below for the students.

STUDENT ACTIVITY CHART

Whenever we choose to behave positively or negatively, our choices not only have consequences for ourselves, but for others as well. Complete the chart below by:

a) reading the type of behaviour in Column A
b) listing two or three consequences to yourself in Column B
c) giving two or three examples of people or groups affected in Column C
d) giving an example of how that person or group is affected in Column D.

COLUMN A	COLUMN B	COLUMN C	COLUMN D
1. Doing Volunteer Work			
2. Shoplifting			
3. Showing Prejudice and Discrimination			
4. Paying a Compliment			
5. Studying for an Examination			

2. Discuss the completed charts and/or collect them for evaluation.

3. Discuss the value of community volunteer work, using one of the following approaches:

   a) Invite members of the local community league to discuss their activities with the students.

   b) Have a representative from Hire-a-Student discuss the value of including volunteer experience on a job résumé.

   c) Involve your class in a short-term community outreach program that benefits both themselves and the agency.

      For example, by:

      - having a neighbourhood clean-up campaign, beginning at the school and fanning out
      - preparing a meal for a local nursing home or daycare centre
      - promoting Block Parents by delivering application forms to homes
      - holding an "in-house" fund raiser for a local charity
      - doing sidewalk shovelling for local seniors
      - petitioning for local improvements
      - organizing a community awareness day (local agencies display pamphlets, films, and resources for parents and students in conjunction with a parent-teacher night or open house).

PERSONAL RESPONSIBILITY

1. Review the concept of "responsibility", using page 126 of the curriculum guide.

2. Place the headings, "School", "Family", "Friends", "Work", "Leisure", and "Self", on the blackboard.

3. Ask students to identify responsibilities that people their age might have with regard to each of the items listed on the blackboard.

4. Additional questions:

   a) Which of these responsibilities, if any, would not appear on a list for elementary students?

   b) Which areas of responsibility will most likely increase as the students get older?

   c) What new responsibilities will likely be added as the students enter senior high school? Become adults? Become parents?

FRIENDSHIPS

Note: The topic "Building Friendships" has been designated as elective for Grade 8, to provide an opportunity to help students to develop positive relationships.

Part A: Basic/Remediation Approach

1. To review and expand the concepts of friendships and relationships, have students discuss the following questions, in either small or large groups:

   a) Make a list of the people with whom you feel you share a special relationship (friends, family, teammates, classmates, etc.).

   Next to each person's name, write some of the positive feelings and activities you've shared.

   b) Have you ever judged someone positively or negatively at first and later realized you were wrong? Explain.

   c) List five topics that people often share when they first start getting to know each other. Why do they choose relatively "safe" topics?

   d) What kinds of more personal topics are likely to be discussed once trust grows in the relationship?

   e) How do you know when you can really trust someone? How important is trust in a friendship?

   f) What qualities attract you to someone who might become a friend? What qualities "turn you off"? Who wouldn't have much of a chance of becoming your friend?

   g) You have just been hired by a local paper to write a column on "TEN RULES FOR DEVELOPING A FRIENDSHIP". Two rules to include are "Be yourself; don't pretend to be something or someone you're not", and "Be a good listener". What other rules would be included on your list?

2. In discussing the above questions, emphasize ways in which people can encourage or discourage friendships.

3. Conclude with a discussion of the question "If you wanted to make friends in this school, what steps could you take?"

Part B: Intense Remediation

Some students in your class may be having a difficult time establishing or developing friendships. If so, it might be a good idea to involve yourself, the counsellor and the students concerned in group counselling sessions aimed at building self-esteem and relationship skills.

Part C: Enrichment Activities

Create a "We are friendly" school environment, using one of the examples below. These methods have been successfully used in Alberta schools.

1. FRIENDSHIP POSTERS

   Friendship posters, created in Health and Personal Life Skills classes, are laminated and displayed throughout the school. Poster titles could include:

   - A Friend in Need...
   - To be a Friend...
   - Friendship Is...
   - A Friend is a Valuable Asset
   - Smile and Make a Friend Today
   - The Students of _____ Show Caring Attitudes

2. SCHOOL SMILE PROGRAM

   Health and Personal Life Skills classes could begin a "Smile Campaign" aimed at creating a friendlier atmosphere within the school. Each member of the class contracts to smile at five different people per day in classrooms, hallways, or elsewhere in the school. Students may decide to keep a record of the total smiles given and record the effects during a one week period.

3. CREATE A FRIENDSHIP BOARD

   The health classes maintain a "Friendship Board" in the school. Each week, students post "good news" about students and staff - pictures, signed or anonymous, positive messages, club notices, and so on. Rotating monitoring of the board ensure that messages are helpful, not harmful, to positive feelings within the school.

COMMUNICATION

Note: The elective portion of the program, communication between parents and teens, provides an opportunity to address models of communication and their application in a neutral environment.

Part A: Eight Keys to Improving Communication (BASIC)

1. Tell the students: "Communication is an integral part of living and relating to others. Trying to convince your parents to extend your curfew, and arguing with your brother about whose turn it is to do the dishes, are examples of communication. Communication may be verbal (spoken or written) or non-verbal (tone of voice, facial expression, gestures). It is talking, listening, sharing and relating."

2. Take the students through the following eight steps to more effective communication. Where possible, have students relate the ideas to their personal experiences of communicating with parents.

   a) Context

   Effective communication requires that you understand the context in which it takes place. What were your thoughts and feelings when you were listening? What were the thoughts and feelings of those with whom you were speaking?

   If you've ever tried to speak to someone who walked right by, could it be that he or she is angry with you, or could it be that he or she is upset about something that just happened at home or in class and didn't even notice you? It is important to understand the event or circumstances before you react (or overreact).

   Can students think of times when they have overreacted to a situation?

   b) Perception Checking

   Perception checking is one of two ways in which you can check the "context". By checking to see how other people feel, you show that you care about them and that their feelings are important to the communication. Perception checking does not involve only saying "How do you feel?", but, rather, checking whether your perception of the feelings of the other person is accurate. Example: "You seem really upset about what I said", or "You look really confused about something".

c) Feeling Description

Feeling description is the other way of checking the "context" of communication. When communicating with others--and especially if some disagreement has occurred--it is important you let others know how you are feeling. This is not done to make others feel guilty, but to clarify what has happened for you. It is extra information that the other person may not be aware of. It is usually best to use the famous "I message" ("I'm really hurt by what's been said" NOT "You really make me mad, you jerk!").

Try these activities related to perception checking and feeling description:

- It is important to have a good vocabulary of "feeling words". Using all 26 letters of the alphabet as your guide and a piece of looseleaf paper as your recording device, list as many feeling words as you can (at least 26) from "ABANDONED" to "ZONKED OUT".

- On the other side of the paper, write the words, HAPPY, ANGRY, SAD, and LOVE across the top of the page. Underneath each word, write as many synonyms as possible. Sometimes you may be angry, but at other times--FURIOUS!!!

d) Timing

Have you ever said something and then realized that it wasn't the time or place to bring up the topic? Discussing that excellent worm dissection during family supper is poor timing. Whenever you communicate seriously, it is important to choose the time as appropriately as possible if you want your messages to be heard and understood.

Question: If you decided to discuss a problem you're having with a friend, when would it NOT be a good time to raise the subject with them?

Question: If you decided to ask your parents for a larger allowance, how would you decide when to ask?

Question: When would it be most (and least) appropriate to talk to your teacher about the low mark you got on the mid-term examination?

Think ahead and plan your communication timing!

e) Being Clear

Saying one thing and meaning another does not improve communication. Neither does hinting around in the hope that the other person may figure out what it is you are trying to say. It is important that you communicate honestly and clearly and that your non-verbal communication (tone of voice, facial expression, body stance, and eye contact) matches and supports the message you wish to send. Being consistent helps understanding.

To illustrate, say the phrase "Good Morning!" five times, using different tones of voice, body language and facial expressions. Do people get the same feeling each time?

f) Paraphrasing

A common problem in communication occurs when one person mistakenly assumes he or she understands what someone else means. Paraphrasing, a powerful interpersonal communication skill, is a rewording of the main idea in a person's statement. It shows the speaker that you are listening and attempting to understand what has been said.

When you paraphrase, you state in your own words what you heard the other person say. Here is an example:

A: "Boy! That Halloween dance was lousy!"

B (Paraphrasing): "You sound as if you really didn't enjoy the dance. Was the music that bad?"

A: "No, the music was fine, but the girl I wanted to dance with had a date with someone else!"

Two exercises to practise paraphrasing:

- Paraphrase the following statements. Try to think of several possible responses for each.

  . "Man, I've got to get out of Mr. X's class next year!"
  . "Hawaii is a great place for a vacation."
  . "Don't waste your money going to that movie."
  . "There just aren't enough hours in the day", said John's mom collapsing on the couch.

- Work with a classmate to do this activity:

  . Each student writes a two or three-sentence statement, beginning with the phrase, "What I've always liked about you is..."
  . Share the written information with your partner, and paraphrase each other's communication. Don't just "parrot", express your answer in your own words; get behind the meanings.
  . Tell each other how successful you were in paraphrasing the message.

g) Listening

If communication is the cornerstone of interpersonal skills, then the cornerstone of communication has to be effective listening. In fact, many people, when asked what they like most about a good friend, will reply, "He really listens to me; he really cares." Many young people and parents alike wish they could just talk to their parents/ children, or that other people would set aside some time to listen.

Question: List five qualities that distinguish a really good listener from a person who seldom listens to what is said.

Question: What qualities do you possess that qualify you as a good listener? What are some listening skills that you need to improve on?

h) Respect

No one wants to be put down, ridiculed, laughed at or ignored. It is important, therefore, that you respect the opinions and ideas of others. If you disagree, by all means say "I can't agree with what you've said", but avoid at all costs the temptation to throw in personal attacks or name-calling as part of the process. Just because you disagree, doesn't make it alright to add, "You're an airhead if you can't see I'm right about this!" Goodbye communication!

Effective communication (and good relationships in general) must be based on the attitude that every individual has personal worth.

Part B: Enrichment Activity

1. Ask students to identify communication-relationship problems that sometimes cause difficulties for them. (Try to emphasize problems with parent-teen communication.)

2. Direct the students through the following sequence of questions:

   a) On a sheet of looseleaf paper, briefly describe a communication or relationship problem you are presently experiencing, one that might be described as a "push/push-back" problem. Give an outline of the stages of the disagreement or difficulty.

   b) What is your usual or immediate reaction when this problem begins?

   c) List three ways in which you might react differently to the same situation, ways that would be unusual, positive, unexpected and, in fact, might take the pressure off your side of the "push/push-back" cycle.

d) Of the three you listed, which one would be most comfortable for you to try first? Why?

e) If you changed your behavior or communication pattern in this relationship, what similar changes MIGHT (no guarantees) take place on the part of the other person?

f) Using your imagination, write a new "script" for the situation that you originally described. How would the situation be solved positively in your mind?

3. Depending on student needs, and remembering each student's right to privacy, you might role play some of the scenarios described in the students' writing.

   As an alternative, select common child-parent or student-teacher communication problems, and have students role-play these case studies. (Students might be actively involved in choosing or describing some common but less personal role-play situations.)

TIME MANAGEMENT

Materials Needed: the time management chart on the next page,
pencil crayons or felt pens.

The purpose of this activity is to make students more aware of the ways in which they are presently using their time, and the various activities that are making demands on their time. As a result of this awareness, students can discuss the importance of managing time and setting goals for themselves with respect to time management, study, work, and leisure activities.

Completing the Chart

1. Tell the students that the chart is to represent an average week in each of their lives. Students will be asked to place on the chart all of the activities that make demands on their time. As well as indicating each activity in writing, they could use different colours of pencil crayons or felt pens to categorize the different types of activities (e.g., blue for sleep).

2. Have students place the following activities on the chart. (It is recommended that the list of activities be given orally and written on the blackboard, and that students be guided through the activity, step by step.)

   a) school (class time)
   b) sleep
   c) meals
   d) school clubs/sports/student council
   e) out-of-school classes or lessons (music, German class, religion, etc.)
   f) regular family/group activities (church, family outings, etc.)
   g) community league or out-of-school sports
   h) hobbies
   i) television
   j) homework/study time
   k) other planned activities (Scouts, Sea Cadets, 4-H, etc.)
   l) chores
   m) part-time paid employment
   n) volunteer work

Discussion

1. How busy is your week? How much free time do you have?
2. Have students share their timetables in small groups of five or six students.
3. Why is it important to manage one's time, to set up a plan?
4. What is meant by "goal setting"? What are some time goals that might be necessary for a junior high school student?

   Are you setting aside adequate time for homework or nightly review? Do you have a schedule with some flexible time for these purposes? Explain.

6. Discuss the importance of a balance between the different types of activities - work, recreation, sleep and so on.

TIME MANAGMENT CHART

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
5:30 a.m.							
6:00 a.m.							
6:30 a.m.							
7:00 a.m.							
7:30 a.m.							
8:00 a.m.							
8:30 a.m.							
9:00 a.m.							
9:30 a.m.							
10:00 a.m.							
10:30 a.m.							
11:00 a.m.							
11:30 a.m.							
12:00 Noon							
12:30 p.m.							
1:00 p.m.							
1:30 p.m.							
2:00 p.m.							
2:30 p.m.							
3:00 p.m.							
3:30 p.m.							
4:00 p.m.							
4:30 p.m.							
5:00 p.m.							
5:30 p.m.							
6:00 p.m.							
6:30 p.m.							
7:00 p.m.							
7:30 p.m.							
8:00 p.m.							
8:30 p.m.							
9:00 p.m.							
9:30 p.m.							
10:00 p.m.							
10:30 p.m.							
11:00 p.m.							
11:30 p.m.							
12:00 a.m.							
12:30 a.m.							
1:00 a.m.							

OCCUPATION AND LIFESTYLE

1. Distribute the following chart to the students and read the instructions with them.

2. Following the chart's completion, discuss the variety of answers.

STUDENT ACTIVITY CHART

For each of the people described below, suggest some jobs or occupational areas that might satisfy their needs. If possible, suggest two or three examples in the space provided.

1. John has no interest in living anywhere close to cities: _____
2. Margaret would prefer to work in a job that improves the welfare of those around her: _____
3. Becky is definitely seeking an occupation that provides a good salary: _____
4. Frank prefers the excitement found in large urban centers: _____
5. Shaun is a real outdoors kind of person: _____
6. Gerry has always had a knack of relating to children: _____
7. Melinda prefers working independently and being her own boss: _____
8. Baljinder likes the variety of shift work: _____
9. Ivan wants to be able to travel: _____
10. Being home with the family is important to Bob: _____
11. Having a chance to be creative interests Bill: _____
12. Jean wants a job that is highly respected by others: _____
13. Sheri wants fame and fortune: _____
14. Meeting and talking to people are important to Jason: _____
15. Glenda wants a job that enhances her personal dignity: _____
16.
17.

OCCUPATIONAL INTERDEPENDENCE

Note: The topic of personal interdependence is covered in Grade 9, THEME I, Sub-theme A. (See the appropriate section of this manual.)

1. Working with the students, develop definitions for:

   a) independence
   b) dependence
   c) interdependence.

2. Write the names of three or four different jobs on the blackboard as illustrated below:

3. Brainstorm with the students to suggest other jobs or occupations that are dependent on the jobs listed on the blackboard.

4. Follow-up activities:

   a) Discuss the ways in which each person is dependent on others and, in turn, is relied upon by others. (Develop individual "interdependence charts".)

   b) Discuss the impact on other jobs if one company goes out of business or has a strike or lockout. For example, what would happen if the department stores or a local general store closed down?

   c) Alberta has had problems through falling oil prices and difficult growing conditions for farmers. How have these events or factors affected Albertans in other occupations?

   d) Ask the students to consider all the jobs, occupations and chains of interdependence that go into making one of the following common items:

      - an HB pencil
      - a pair of shoes
      - a "Big Mac"
      - a record album.

OBTAINING EMPLOYMENT

Note: This section lends itself very well to the use of community resources and local business persons. As well, Alberta Career Development and Employment publishes several booklets that are both readable and effective in promoting positive job search skills. These "other learning resources" include:

The Job Seeker's Handbook
You're Ahead with a Good Attitude
Stay Ahead with a Good Attitude
The School Work Connection

(The titles of the learning resources identified above were provided through the courtesy of Alberta Career Development and Employment. None of these titles have been evaluated by Alberta Education and their listing is not to be construed as explicit or implicit departmental approval for use. These titles are provided as a service only to assist local jurisdictions to identify potentially useful learning resources. The responsibility to evaluate these resources prior to selection rests with the local jurisdiction.)

To order these and other pamphlets, contact:

The Career Information Services Branch
Alberta Career Development and Employment
2nd Floor, Sun Building
10363 108 Street
Edmonton, Alberta
T5J 1L8 422-1794

Alberta Career Development and Employment also operates a "Career Hotline" (Edmonton, 422-4266 or toll free for out of town callers, Zenith 22140) which will answer questions about any career.

Procedure

1. Preparing for Job Seeking

The self-assessment activities that students have completed in Theme I will provide a good basis for this section of the course.

a) List all the jobs you've done - for pay and as a volunteer, short-term long-term.

b) List all the machines and tools you can operate.

c) List all your educational experiences, including out-of-school courses you've taken (first aid, scouting, hockey, art classes, music lessons...).

d) List all your interests, leisure-time activities, hobbies and club memberships.

e) List all your personal qualities that would be an asset on the job (e.g., honesty, dependability, punctuality).

f) Go back over the lists you've made and underline any of the activities that you particularly enjoyed or interests that you think are special. The underlined sections may suggest the types of work-related activities that you would like.

g) As a final step, write a brief paragraph called "The Ideal Job for Me".

2. Researching Possible Sources of Job Information

a) Brainstorm possible sources of job information, and list them on the blackboard. For example:

- want ads
- personal contacts
- bulletin boards
- the Yellow Pages
- Hire-a-Student offices
- employment agencies

b) Ask these questions:

- About what percentage of all job leads are advertised in the paper? (20-30%)
- What is the best source of information about job possibilities? (family/friends)

c) Bring copies of employment ads to the classrom and/or invite a person from Hire-a-Student to discuss job search techniques with the class.

3. Learning Résumé Writing Skills

a) Ask the language arts teachers at your school whether they have information on writing résumés.

b) If you are in a larger centre, invite a person who writes résumés for other people to speak to the class.

c) Use The Job Seeker's Handbook, which contains sample résumés and letters of application, and gives good advice on the steps to a "perfect" résumé.

4. Completing Application Forms

a) Visit, or have students visit, a variety of local businesses to obtain sample application forms.

b) Complete several application forms as a class project, the goal being to do so without error and with maximum neatness. These are two key methods of avoiding "file 13" placement.

c) Stress the importance of making sure all blank spaces are filled, with the use of the phrase "not applicable" (N/A) where necessary.

d) Discuss the importance of establishing good references and making sure in advance that people providing the references have given their permission.

5. Learning Job Interview Skills

a) Discuss ways of preparing for an interview, including:

- getting a good night's sleep the night before
- wearing clothing that's appropriate to the job, clean and presentable
- being on time or just a little early; never late
- taking with you copies of your résumé, application, references
- being prepared for possible questions by practising with a friend or family member ahead of time.

b) Discuss behaviour during the interview itself.

- Ask the students to make lists of "do's" and "don'ts" for a good interview.
- Have one or two students role play "Ways to ruin an interview", or "How to make a bad impression".

c) Establish a list of possible interview questions. Ask students to contribute questions they might want to ask if they were an employer. Questions might include:

- Tell me about yourself.
- What courses did you like best in school?
- What skills or qualifications do you have that would fit the job?
- Why have you chosen to apply with our company?
- What are your long-term career plans?

Additional Approaches

d) Divide the class into groups of three - one interviewer, one job seeker, and one observer. Have groups practice answering and asking interview questions. Rotate roles so that each person tries each role.

e) Videotape student role plays as each individual is interviewed by a panel.

f) Invite local business people into the class to talk about what they like to see in a job applicant. The guest speaker might take one or two students (or the teacher) through an actual job interview.

KEEPING A JOB

Note: The Alberta Career Development and Employment references suggested for the previous section, especially You're Ahead with a Good Attitude and Stay Ahead with a Good Attitude, are valuable resources for this topic as well.

1. Ask students to make individual lists of common reasons why people are fired from their jobs. Then, combine the students' answers on the blackboard.

   The primary reason, according to research done by Employment and Immigration Canada, is a poor attitude on the job.

2. Have students answer the following questions (adapted from Stay Ahead with a Good Attitude) and discuss the results.

   _____ a) Are you a friendly person?
   _____ b) Do you try not to be a complainer?
   _____ c) Do you refrain from bragging about yourself?
   _____ d) Can you control your temper?
   _____ e) Do you keep your word?
   _____ f) Can you admit your mistakes and learn from them?
   _____ g) Are you polite and courteous to others?
   _____ h) Are you neat and clean in appearance?
   _____ i) Are you punctual?
   _____ j) Are you tolerant? Do you respect the rights and opinions of others?

3. Ask students to suggest other indicators of a good or bad attitude toward work.

4. No job is perfect, and it takes some imagination and a good attitude to make the best of what is sometimes difficult work.

   a) Ask students to discuss the "worst job they ever had to do".

   b) Share with students some of the things that make your own job difficult

   c) Have students interview their parents with respect to the good and bad features of their jobs.

   d) Discuss ways to make a job more enjoyable and improve a working situation. Ideas might include:
      - changing your daily routine.
      - finding ways to create mini-challenges or competitions with yourself.
      - personalizing your surroundings.
      - participating in hobbies or creative activities during lunch hour.

SCHOOL SUBJECTS AND OCCUPATIONS

Note: Portions of this topic have been covered as part of Sub-theme B, Grade 7, "Educational Planning in Junior High School". The following activities, are intended as remediation or review.

ACTIVITY 1

1. Divide the class into groups of four or five students.

2. Assign two school subjects to each group, and ask the members to discuss and record occupations or jobs that would use the information, skills and knowledge taught in each subject.

3. Have each small group share its findings with the rest of the class, and add other occupations suggested by the group as a whole. For example:

   a. SUBJECT: Science
   OCCUPATIONS: Chemist, Dentist, Doctor, Biologist, Veterinarian, Forest Warden, Zoo Keeper, Astronomer, Pilot, Teacher, Lab Assistant, Oil Engineer, Designer, Architect...

   b. SUBJECT: Music
   OCCUPATIONS: Musician, Composer, Teacher, Lyricist, Advertising, Instrument Tuner, Radio DJ, Music Librarian, AV Technician, "Roadie", Recording Engineer...

4. Additional information

   a) The Calgary Public School Board publishes a book, Career Trends, which contains a series of charts relating school subjects to occupations. The charts are informative, complete and easy to read.

   b) Both basic texts, Being Yourself (pages 89-111) and Lifestyle 2 (pages 59-72), contain information about relating school subjects to jobs.

ACTIVITY 2

Note: Before using the SAFRAN Student's Interest Inventory (Recommended), remind the students of the meanings of the terms "ability", "aptitude", "value", and "temperament". Have students define each word, and discuss how each of these qualities might affect occupational choices.

There are remediation and enrichment activities for this topic in both of the recommended texts and their accompanying teacher guides.

THREE ENRICHMENT ACTIVITIES

The following enrichment activities have been contributed by pilot teachers in Alberta.

1. The Career-Life Skills Day

For many schools, career days have gone the way of the dinosaurs because the experience has not been as positive as the schools had hoped. More and more schools, however, are re-designing the traditional "career day" into an event with greater and wider appeal to students. The "career and life skills day" takes a broader approach. Invitations are still sent out to representatives of various careers of interest or importance to the students, and also to post-secondary groups and high school peer support teams. Speakers on related issues are also invited.

The day would include a variety of career-oriented sessions (travel consultant, armed forces, social work, auto mechanic, medicine, law...), along with a session on life skills, including topics selected by the students such as:

- Suicide and Depression: Who Can Help?
- Planning a Career
- Building Self-Esteem
- Assertiveness for Teens
- Communicating With Your Parents
- Alcohol and Drug Abuse Information
- Getting Ready for High School: What to Expect!
- Job Search Skills
- Teenage Pregnancy

As a class project, a Grade 8 Health and Personal Life Skills class could take responsibility for:

a) surveying student needs and interests
b) researching possible speakers
c) sending out letters of invitation/thanks
d) acting as hosts and chairpersons
e) assisting with the scheduling for a half-day or full-day event
f) slotting students into appropriate sessions
g) sending invitations to parents

2. Community Visitation Projects

Some schools have experienced a great deal of success with having community resource persons and businesses acquaint students with "life on the outside". In these community visitation projects, students have been assigned to local businesses, volunteer agencies, government offices, and local service organizations to get a first-hand look at how the various businesses and agencies function.

For this type of project to be a success, cooperation between the Health and Personal Life Skills class, the rest of the teachers, the administration and the community is vital.

To ensure co-operation, there should be:

a) staff and administrative approval of students' absence from school for a half day or full day

b) contacts with local business and agency personnel to eplain the purpose of the project and its duration

c) parental approval

d) specific goals and objectives, worked out with the students, along with methods of evaluating or reporting back to the class.

On their return to the classroom, each participant reports on his or her experiences, the roles and responsibilities of members of the host group, the kinds of interests, aptitudes, skills and values that seem to be a part of the occupations within the group, and so on.

3. Occupational Research Project

Researching a job type acquaints students with the wide range of choices and the various sources of information available. Taking a more complete look at an occupation through research can be a very important part of career planning.

a) Each student selects an occupation or job which interests him or her.

b) Over a set period of time, students are required to find out as much as possible about their chosen occupations, using a variety of sources. One of the first tasks is to decide the "where, what, and how" of gathering information.

c) A list of things to look for may be generated by the class through discussion or provided to the students by the teacher. Basically, however, the following questions should be answered:

- What do people DO on the job? What are their duties and responsibilities? Would any of your interests, hobbies or skills help you on the job?
- What other occupations/jobs are related to this one?
- What kinds of hours, travel or work environment does this job involve?
- What are the basic entrance requirements? What abilities, aptitudes or skills are needed?
- What level of education is needed to enter the job? Are certain high school courses especially valuable as prerequisites?
- Is there on-the-job training?
- Do you have to be licenced? Are there physical restrictions?
- What type of job can you reasonably expect to start with?
- What is the starting salary? After five years?
- Does the job offer chances for promotion or advancement?
- Are there fringe benefits? Is it unionized?
- What is the employment outlook? Increasing or decreasing?
- Are technological changes affecting the work?
- What skills will you learn from the job? Could they be applied to other jobs or occupations?

d) Students should be encouraged to seek information from local libraries, Career Information Services of Alberta Career Development and Employment ("Career Information Hotline" 422-4266, Edmonton, or toll free for out of town callers, Zenith 22140), and persons employed in the job.

e) Reporting can take place through written submissions to the teacher, oral presentations (time consuming), poster work or other reporting methods similar to those used in social studies or language arts.

f) Some people file these reports/projects in the school library as part of the permanent resources available to future students.

INTRODUCTION TO THEME IV

Theme IV for Grade 8 contains three important sub-themes: Nutrition, Safety, and Drug Education. These three sub-themes provide a number of opportunities for teachers to make use of local and provincial agencies and resources. For example, the following agencies and individuals could provide valuable support to the Grade 8 classroom:

Alberta Agriculture - Home Economics Division
nutritionists from local Health Units
home economics teachers
owners of "health food" stores
owners of "fast food" restaurants
representatives from AMA
Alberta Transportation Safety Branch
City Police or RCMP (to discuss hitchhiking)
AADAC Community Education Services
narcotics detectives.

The basic textbooks, Being Yourself and Lifestyle 2, and their teacher manuals provide excellent information and activities for Theme IV. Therefore, this manual, which is intended to supplement the basic resources, includes just a few ideas for teacher enrichment that were contributed by pilot teachers and resource agencies.

Alberta Community and Occupational Health staff also assisted in the development of this section of the manual by supplying a wide range of ideas for the curriculum. Teachers who wish to know more about the types of support available are encouraged to write to:

School Health Education Coordinator
Health Education and Promotion
Alberta Community and Occupational Health
10030 - 107 Street
Edmonton, Alberta T5J 3E4

or to contact their local health units.

STUDENT ACTIVITIES

Since all objectives of this sub-theme are more than adequately covered by both basic textbook series, a few additional activities have been included here for possible enrichment or remediation.

ACTIVITY 1: NEW IMPROVED COMMERCIALS

Materials needed: video camera and monitor, blank videotape, food samples.

1. Ask students to watch television at home and make a record of food and drink commercials to answer the following questions:

   a) What food and drink products were advertised?
   b) What techniques were used to sell the products?
   c) Does your family purchase any of these products?

2. With the class, assess the nutritional value of the products advertised. Are they sugar-based? Fast, convenience foods? High in nutrient value? Part of the Canada Food Guide groups? Was alcohol advertised?

3. Have students work in small groups to write their own commercials for food products which appear in the Canada Food Guide (apples, rye bread, fish products, broccoli, etc.). Encourage students to use some of the same creative methods they see in commercials, or even adapt some existing commercials by adding their product instead of SUPERSUGARED BRAND X BREAKFAST CHOCO TREATS.

4. Using a person who is trained to operate the camera, arrange times for filming the commercials, and present the finished products to other classes.

ACTIVITY 2: DIET ANALYSIS

1. Ask students to record what they eat for one week including the time of day and the approximate amount. Include all snacks (even gum) and all liquids except water. Explain to students that they are not to change their eating habits during this week.

2. Have students evaluate their diet according to the Canada Food Guide, and compare their intake to the recommended amounts.

3. Review with the class the plaque equation: plaque + sugar = acid, acid + tooth enamel = tooth decay. Remember that each exposure to sugar produces 20 minutes of acid.

4. Have students underline all of their notations of foods containing sugar. Count the number of 20-minute exposures to sugar and calculate the total number of minutes their teeth have been exposed to acid.

5. Make suggestions for reducing acid exposure and explain the benefits of following the Canada Food Guide recommendation.

ACTIVITY 3: NUTRITION IN OTHER NATIONS

1. Have students of various nationalities and ethnic origins, or representative guests, discuss the food they eat.

2. Arrange to have food samples from other nationalities brought into class, and discuss the nutrients found in the foods.

3. Have a class (or school) food fair, to which students bring foods traditionally eaten by people of various nationalities or ethnic origins.

Reference: Lesson 17, "Multicultural Feast", page 29, Promoting Tolerance, Understanding and Respect for Diversity: A Monograph for Educators (Alberta Education, 1985).

ACTIVITY 4: THE BROWN BAG OLYMPICS

Note: This school-wide motivational approach to nutrition awareness for students who bring bag lunches to school can be organized by the Health and Personal Life Skills classes, or classes in home economics, physical education and science, along with the school store. Together they can work on a campaign during the NUTRITION AWARENESS WEEK. One Edmonton junior high school used the theme, "What's Your Bag?".

1. Ask each homeroom to organize as many students as possible into "Olympic teams". These teams compete in a series of noon hour house league events, using brown lunch bags as the equipment. (Entry Fee: 1 package of 50 regulation brown lunch bags per room.)

2. Each day at noon, the homeroom sends the required number of participants to the gymnasium to compete.

MONDAY: LUNCH BAG RELAY. The team consists of five participants.

Team member #1 runs to the end of the gym, to a pile of five flat bags, crumples up a bag and runs back to the starting line, batting the bag in the air. (If a player drops the bag, he or she returns to the pile of bags.) The rest of the team runs, one at a time, on the return of the preceding member until the last player crosses the finish line.

TUESDAY: BASKETBAG. The team consists of five participants.

Materials: Five crumpled bags per room; one wastepaper basket per room.

Teams line up behind a masking-tape mark on the floor a pre-determined distance away from the basket (the higher the grade, the greater the distance). Team members take turns tossing the five bags into the basket. Two points are awarded for each score; with a maximum score of 50 points.

WEDNESDAY: SHOTBAG. The team consists of two participants--one male and one female (teachers ineligible).

Each team is supplied with a crumpled, regulation brown bag, and the two participants are asked to throw it as far as possible.

THURSDAY: BAG BEAUTIFUL. The team consists of four participants.

Materials: Four flat bags per team. Team provides its own felt pens or pencil crayons.

Within ten minutes, each team must produce four decorated lunch bags. Judges consisting of teachers, parents, and community members award first, second and third prizes.

FRIDAY: JUDGE A LUNCH. The team consists of all the people in the class who brought a lunch to school that day.

In the morning, each homeroom teacher is supplied with a copy of the Canada Food Guide and, at noon, each student is asked to bring his or her bag lunch to the homeroom teacher for judging. A point is given for each food group presented (maximum four per person). The total is divided by the number of students taking part, to arrive at a class average.

GENERAL INTRODUCTION

Before starting Sub-theme G, teachers should be aware of the resources and additional materials available to them, (recommended learning resources are listed on pages 20-25 of the curriculum guide, supplementary learning resources are listed in Appendix A, pages 225-228).

Both basic textbooks, Lifestyle 2 and Being Yourself, deal extensively with the topic of drug use and abuse, and provide a wide range of student-oriented activities and factual information. The teacher manuals provide additional ideas and approaches to enrich or remediate the concepts presented.

We are fortunate in Alberta to have the Alberta Alcohol and Drug Abuse Commission (AADAC). AADAC -- which has advertising campaigns, the magazine Zoot, youth conferences, peer support teams, and the community education services branch -- provides a wealth of support information and services. Teachers should check with the school librarian to see what materials have been provided by AADAC. For additional information contact the AADAC office nearest your community, or write to:

Alberta Alcohol and Drug Abuse Commission
Community Education Services
8th Floor, 10109 - 106 Street
Edmonton, Alberta
T5J 3L7

Phone: 427-4267

Note: In Grade 8, students review this sub-theme, and some additional information is provided. If your class has not had an opportunity to take a drug awareness unit prior to Grade 8, the Grade 7 textbooks and the Grade 7 portion of this manual may be used.

For those who will be reviewing, this portion of the manual suggests additional activities for content that is new in Grade 8.

RISKS AND CONSEQUENCES OF DRUG ABUSE

Note: Both legal and illegal drug abuse should be discussed.

1. On one blackboard, write the following headings: "MENTAL", "SCHOOL", "PHYSICAL", "FRIENDSHIPS", "LEGAL", and "OTHER".

2. Ask students to think of the consequences of continued abuse of legal or illegal drugs. The purpose is to consider a wide range of consequences.

3. Place appropriate words, phrases or sentences under each of the headings on the blackboard. (See pages 155-156 of the curriculum guide.) Is one column longer than others?

4. On a second blackboard, label two columns: "IMMEDIATE" and "LONG-TERM".

5. Take each of the consequences listed on the first blackboard and place them under the two new headings.

   a) Are there more long-term or immediate consequences?

   b) Is one type more serious than the other? Discuss.

ALTERNATIVES TO DRUG USE

1. If necessary, review the concept of "wellness" that was introduced in Grade 7 and discuss how moving toward wellness involves making lifestyle choices. To stop smoking, drinking, overusing medication, or using illegal drugs, a person must make lifestyle changes.

2. The type of alternative depends on the original reason for choosing to misuse drugs. If it was for excitement, an exciting lifestyle alternative will be necessary; if it was to avoid problems, another way to deal with problems will have to be found; if it was for social reasons, new ways of relating must be learned.

3. Distribute a sheet to students similar to the following sample, allowing sufficient space for answers and alternatives.

STUDENT ACTIVITY: ALTERNATIVES TO DRUG USE

Your teacher has given you basic information on the idea behind lifestyle alternatives. Below, you will find a list of reasons why people might misuse drugs. In the space provided see if you can think of some alternatives that might satisfy that same need. An example has been given in each section.

REASON FOR DRUG USE	SUGGESTED ALTERNATIVE
1. Physical Relaxation	yoga
2. Sensory Experience	massage
3. Emotional Needs	individual counselling
4. Social Needs	meeting new people
5. Mental Stimulation	mentally challenging hobby
6. Experience Sensation	learning about biofeedback
7. Social-Importance	work with others trying to quit
8. Excitement	scuba diving
9. Other	

4. Discuss the students' answers.

AVAILABLE SERVICES (ELECTIVE)

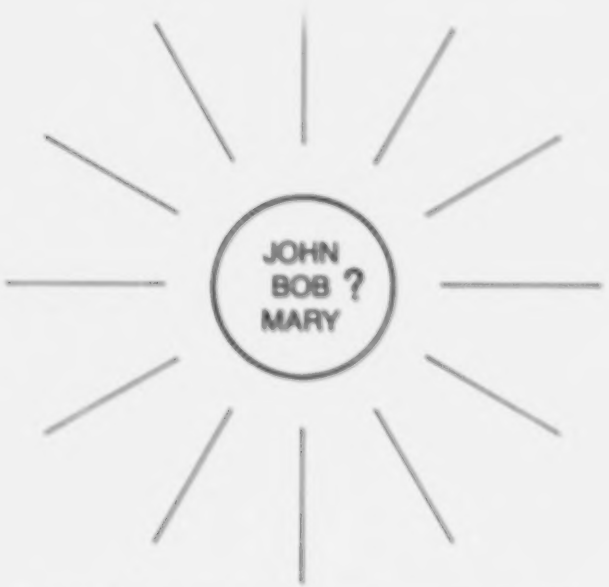
Note: This section may be handled in greater detail and depth by involving students in activities that create an awareness of locally available services and agencies. Community involvement is recommended. If a teacher wishes to go beyond the basic or remediation approach examined here, it is recommended that a community panel be set up to spend a class period with the students, answering questions and describing available services. As an alternative, class representatives might visit an agency and report back to the group (in most cases this is a less desirable approach).

1. Distribute a copy of the diagram below to each student or use the blackboard or overhead projector.

2. Tell the class:

   Three people are involved in different aspects of drug use. John is doing a report for the Health and Personal Life Skills class on the side effects of legal and illegal drugs. Bob is sure that he's in over his head with the drug he's been using. Mary is suffering because another member of her family is abusing drugs and it's affecting the rest of the family. Who can they turn to for help?

3. Have students complete the diagram, either as individuals or as a large group (a list of possible answers is provided on pages 159-160 of the curriculum guide).



WHAT ARE THEIR COMMUNITY RESOURCES?

LAWS AND REGULATIONS (ELECTIVE)

1. Ask students why they think the government passes so many laws with respect to the control of substances such as drugs. (Note that there are laws controlling both legal and illegal drugs.)

2. Divide the class into groups of five or six persons.

   a) Each group is to try to think of laws that control the use, sale, age of users, of drugs, alcohol and tobacco.

   b) Before discussing the answers in class, have students take the activity home and question their parents about other laws. (For the purpose of the assignment, laws and regulations are considered to be the same thing.)

3. On their return to school, have the groups get together to compare the information received from home.

4. Conduct a large group discussion on the rules and regulations that students think are in existence.

5. Turn the list over to one of the students to take to Student Legal Services for feedback.

   OR

   Invite representatives of Student Legal Services or a local lawyer or police officer to discuss the list with the students, correcting misconceptions about what the law says or does not say.

CHAPTER 4:

Grade 9

THEME I.	SELF-AWARENESS AND ACCEPTANCE
THEME II.	RELATING TO OTHERS
THEME III.	LIFE CAREERS
THEME IV.	BODY KNOWLEDGE AND CARE

Chapter 4

GRADE 9

THEME I: SELF-AWARENESS AND ACCEPTANCE
Sub-theme A: SELF **GRADE 9**

GETTING STARTED

Those who have been involved in the teaching of courses dealing with self-awareness have found it valuable to begin with activities designed to promote a positive class climate. The following activities might be used to begin the school year.

1. THE SCAVENGER HUNT. Distribute the following or similar list to students, and ask them to find as many people as possible who match the descriptions. As students go around the class, they record the names of the people they identify.

   a) Can speak another language fluently
   b) Likes the same musical group as you do
   c) Likes liver
   d) Has worn a plaster cast at some time
   e) Has travelled by train
   f) Was born outside Alberta
   g) Can play a musical instrument
   h) Enjoys mathematics as a favorite subject
   i) Has fairly firm career plans
   j) Has not been late for school this year
   k) Has played on a sports team
   l) Owns a cat
   m) Plays racquetball
   n) Thinks morning is the best time of day
   o) Has travelled outside Canada.

2. HI! HOW ARE YOU? The object of this activity is to meet one other person and to engage him or her in a conversation about the person's (a) name, (b) hobbies or pastimes, (c) favorite musical group or performer, and (d) major life decisions. After dividing the class into pairs and allowing time for the conversation to take place, ask students to introduce their partners to the rest of the group.

3. CLAPPING NAME GAME. Have students sit in a large circle and introduce themselves using just their first names. Then, begin a rhythmic hand clapping, which goes "CLAP, CLAP, SNAP, SNAP", snapping first the right hand and then the left. After the second "SNAP", call out the name of one of the people in the circle. Before the completion of the next rotation, the person whose name has been called must choose and call out the name of another person in the circle. The same name may not be used twice in a row. Those who fail to complete their turns must tell the group something about themselves. The teacher begins each new round.

4. For further suggestions, see the "Getting Started" sections of this manual for Grades 7 and 8, and the resource, <u>What Do You Like About Yourself?</u>

SELF-CONCEPT AND FUTURE ACHIEVEMENT

Note: While part of this section is a review, there is also some new information. If your Grade 9 class is taking the course for the first time, refer to the Grade 7 and Grade 8 sections of this manual for additional lesson ideas.

1. Distribute the following questions to the students:

   a) What is meant by the term "self-concept"?

   b) What is the effect of a positive self-concept or self-image on an individual? (List three effects.)

   c) What is the effect of a negative self-concept or self-image on an individual? (List three effects.)

   d) Describe how people's self-concept can affect:

      - their occupational choice
      - their success/failure in school
      - their willingness to meet new people
      - their willingness to get involved in extra-curricular activities
      - their ability to share ideas in class
      - their ability to apply for a job or be interviewed.

   e) Changes in appearance, height, weight, strength or other physical qualities can cause a change in one's self-concept. List three to five other changes in a person's life which also might cause a change in self-concept.

   f) People's abilities to succeed in the future depend to a considerable degree on how positively or negatively they feel about themselves. What could each of us do to ensure that we are promoting positive self-concepts? Suggest two or three steps a person could take to build self-esteem in other people.

PERCEPTIONS OF OTHERS

Present the following statements to the class:

How do you think you are seen by those around you? What is your "image"? Are you the hard-working student? The class clown? The "jock"? When we speak of a person's "image" we are referring to the way in which that person is perceived by others, not necessarily the way he or she really is. Discuss.

Questions for discussion:

1. What is more important to people's self-concepts, how others perceive them or how they perceive themselves? Why?
2. What factors might determine how much importance you place on someone else's view of you?
3. Who are some of the people who may have opinions or perceptions about you? How important are these people to you?
4. Why do different people sometimes have different perceptions or images of you? Why is it possible for two people to have completely different pictures of you as a person?
5. Why do the perceptions of others sometimes differ so greatly from your own opinion or perceptions of yourself?

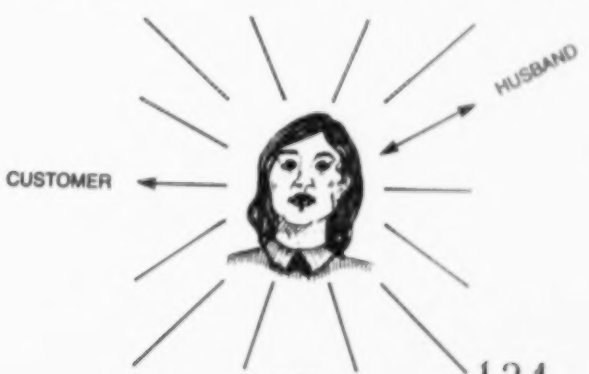
INTERDEPENDENCE (ELECTIVE)

Note: If the teacher and students are interested, they may do the following basic, enrichment, and remediation activities.

Part A: Basic Activity

Interdependence: a situation in which people rely on each other to satisfy their needs.

We all depend on each other, and others depend on us. The extent to which we are interdependent is determined by several things. The person below is female, 35, a parent, a wife, a community volunteer and a druggist. Next to each line extending from her, write the name of someone she depends on or vice versa. Make an "arrow" symbol to show which way the dependency goes. Two have been done for you. (This activity may be done as a handout or on the blackboard.)



Part B: Remediation Activity

1. Have the students divide a piece of looseleaf paper into two columns.

2. In column A, have students make a list of the people, groups or institutions (e.g., parents, school) on which they depend. Items on the list may range from family and friends to emergency services.

3. In column B, have students make a list of the people, groups or institutions that depend on them. Again, the list may include items as personal as best friends or as impersonal as record stores.

4. Discuss how widespread interdependency really is.

Part C: Enrichment Activity

Ask the following questions:

1. The degree of a person's independence, interdependence or dependence is affected by a variety of factors. How would each of the following affect a person's independence, interdependence or dependence?

   - age
   - economic conditions
   - health
   - family life
   - level of education
   - self-concept/self-esteem

2. At what points in your life span are you most dependent? Interdependent?

3. At what points in your life span are you most responsible for the lives of others who are dependent on you?

PERSONAL RESPONSIBILITY FOR CHANGE

1. Have the students divide a looseleaf page into three columns. The left-hand column should be about 5 cm wide, and the other two columns should divide the rest of the page equally. Head the columns as follows:

CATEGORY	A. MY STRENGTHS IN THIS AREA	B. WHAT I'D IMPROVE IN THIS AREA

2. The categories on the chart should include: PHYSICAL SKILLS, SOCIAL SKILLS, INTELLECTUAL ABILITIES, ORGANIZING SKILLS, INTERESTS AND HOBBIES, COMMUNICATION SKILLS, ATHLETIC SKILLS, PERSONALITY TRAITS, FEELINGS, VALUES...

3. Explain the meanings of the categories as necessary.

4. Ask the students to list at least one item in each column for each category.

5. Discuss the chart, using the following questions:

   a) What, in order of importance to you, are your five most positive qualities? (Column A)

   b) What, in order of importance to you, are three qualities that you would most like to improve? (Column B)

   c) How would working to strengthen or continue your positive qualities affect your self-concept? Explain.

   d) How would working to improve the three qualities you listed affect your self-concept? Explain.

   e) If you were to choose one of the three areas of improvement to work on, with which one would you begin?

   f) Using the decision-making model (page 10 of the curriculum guide), answer the question, "What steps might I take to make changes in this item?"

   g) Another way of beginning to make self-improvements is to answer the question, "What is the first thing I could do differently, starting tomorrow, to begin the process of change?"

   h) If you cannot think of all of the possible alternatives for making these improvements, who might be able to assist you?

6. Encourage students to make a contract with themselves to bring about the desired changes. Contracts should be short-term, easily attained and realistic. (Contract writing could become a class project.)

VALUES AND DECISION MAKING

1. Distribute the activity "My Values" and read the instructions with the class.

ACTIVITY: MY VALUES

Below is a list of common values. In the space next to each, place a number from 1 to 5 indicating the importance of that value to you (using No.1 to indicate the most important value, No.5 the least important). Spaces have been left for you to add additional values of your own.

_____ Respect	_____ Forgiving	_____ Cooperative	_____ Honesty
_____ Responsible	_____ Loyal	_____ Industrious	_____ Equality
_____ Fair	_____ Commitment to	_____ Prompt	_____ Success
_____ Just	democratic ideals	_____ Neat	_____ Attentive
_____ Tolerant	_____ Pursues Excellence	_____ Unselfish	_____ Content-
_____ Kind	_____ Appreciative	_____ Conserving	ment
_____	_____	_____	_____

2. Discuss the students' answers (and values in general) using the following questions:

   a) What values made the "top five" on your list? Explain.

   b) What values made the "bottom five" on your list? Why did you not rate them as highly?

   c) Suppose someone came along and removed the bottom three values from your list. You no longer could have those three in your life. How would you feel? Would you make any changes in the way you originally rated them?

   d) Did you add any values to the list? Explain.

   e) Is it possible that the importance of the values on this list, or even the values themselves, will remain constant throughout your life?

      - Which ones do you feel will always be important to you?
      - Which ones might change (if any)?
      - What circumstances might cause changes in your values, or in the values of others?

   f) In your opinion, what effect do a person's values have on the decisions they make or on the way in which they make decisions?

   g) Have you recently made any decisions that involved living up to your values? Explain.

PERSONALITY (ELECTIVE)

Note: This lesson on personality may be used according to the students' needs.

1. Share the following statements with the students:

   We often hear people say, "He's got a great personality!" or "She's so popular; I wish I had her personality". What do you think would be a good working definition of the word "personality?"

2. Have students make individual lists of five negative and five positive personality traits on a sheet of paper. Then discuss the ideas with the class.

3. Ask students to answer the following questions:

   a) What three personality traits do you most admire in a friend?

   b) What three personality traits do you most admire in a coach or teacher?

   c) Which of your own personality traits do you think is admired most by
   - your friends?
   - your teacher?
   - your parent(s)?

   d. What aspects of your personality do you sometimes feel would be better changed than kept as they are? Explain.

Remediation Activities

1. Do a brief personality profile of one of the characters in your favorite television show, movie or book. Briefly describe the character and give an outline of his or her personality.

2. Use an activity from What Do You Like About Yourself? such as "Are You More Like..." (page 25), or "Positive Profile Point Quiz" (page 61).

Enrichment Activities

1. Research one or two "theories of personality" and prepare a brief outline of one theory.

2. Conduct an "opinion poll" on the personal traits most desired by students in your school.

DEPRESSION AND SUICIDE

Note: Teachers may explore this elective topic in greater or lesser detail, depending on the interest level or needs of the students. The following information will suggest possible approaches for both basic instruction and enrichment activities.

Schools can play several roles in suicide and depression awareness and prevention. They can:

1. Present factual information. Factual information helps dispel the many myths associated with this topic. Students may learn about identifying symptoms, the role of effective communication in prevention, and the importance of involving agencies and other significant persons in the process of assistance.

2. Provide opportunities for open discussion and support. Many young people have been affected directly or indirectly by the issue of suicide, some because of the attempts of peers, others because of their own suicide ideation or depression. There is a very real need for periods of discussion and sharing within the class, and for follow-up support from parents, counsellors or other agencies.

3. Encourage agency awareness and involvement. The Health and Personal Life Skills class acts as a liaison between students and community support systems. This sub-theme provides opportunities, not only for discussing what help is available, but for actively involving these resources in the classroom. Social workers, crisis line personnel, representatives of the Suicide Prevention Training Program, theological associations or emergency response teams can act as discussion leaders or presenters. As well, the connection with parents can be enhanced by offering evening awareness programs, hosted by the school but presented by outside agencies.

4. Build personal skills. As part of this curriculum, students have been developing skills and attitudes and acquiring information related to understanding themselves and others, and communicating effectively. This sub-theme provides a particularly strong focus for these skills and attitudes, and suggests alternatives to re-emphasize the importance of developing good relationships and esteem-building processes.

Teaching About Depression and Suicide

1. Lecture-Discussion Presentations

Much of the content lends itself to a lecture or lecture-discussion approach. Topics such as "symptoms of depression", or "clues to suicide", require accurate information, which is available in the basic texts and audiovisual materials, and in agency pamphlets. Other topics such as "dealing with depression", or "who can help", provide for opportunities to present information about relaxation techniques, stress management, networks of support, or the importance of effective communication.

2. Guest Speakers

Where local resources permit, teachers are strongly encouraged to involve not only agencies whose mandate is suicide prevention, but other support groups as well. A doctor/psychologist can present a class on understanding depression, and a local minister can often provide counselling services. Other potential resources are AADAC, Alberta Mental Health, Family and Community Support Services, the Local Board of Health, social workers, and your own school counsellor.

Good print, audio-visual and speaker resources may be obtained through:

The Suicide Information and Education Centre
103 - 723 14 Street, N.W.
Calgary, Alberta T2N 2A4
Phone: 283-3031

Many Alberta communities are now linked directly to The Suicide Information and Education Centre via computers located in local offices such as Alberta Mental Health or Family and Community Support Services. The Suicide Information Education Centre provides a newspaper clipping service, monthly bulletins and newsletters, and a current list of persons in Alberta who are trained to present accurate information on depression, suicide and prevention.

3. Enrichment Project Work

As time permits, teachers may wish to pursue one or more of the following projects:

a) "Suicide: How Big a Problem?" (Research on the extent of the problem among teenagers.)

b) "Signs and Symptoms of Depression...Suicide."

c) A visit to a local suicide or crisis "hotline".

d) "Suicide Attempts: The Secret You Can't Keep!" (A project on the agency networks and available support systems.)

e. Student panel discussions on any of the topics of the sub-theme.

f. A poster project on the issue of depression and suicide.

g. A poster project on the importance of friendship and caring attitudes.

h. A written or visual project on the theme, "Everybody Is a Somebody".

i. Research on effective peer support and counselling programs.

j. A class project to develop an after-school or evening seminar on suicide awareness.

k. A film and discussion session related to suicide.

The basic texts and related teacher guides offer additional examples of enrichment or remediation projects. The recommended audio-visual resource is excellent. (See note on page 24 of the curriculum guide.)

A Final Note About the Sub-theme

Students are very interested in and concerned about adolescent depression and suicide, and become actively involved in discussion of the topic. To make sure that this experience is truly beneficial:

1. Involve as many community agencies and resource persons as possible.

2. Inform and involve the parents with respect to the content and materials being used.

3. Use audiovisual materials only after previewing and with adequate follow-up discussion. Some materials may create strong feelings of uneasiness in students, so de-briefing is very important.

4. Be aware of students' needs to discuss their concerns about the issue, and of those in the class who may be dealing with the concerns on a personal level. Students will often become more comfortable about raising personal concerns with their Health and Personal Life Skills teacher. If you are aware of a student who has special problems, involve the school counsellor, colleagues, parents or outside agencies in the after-discussion support.

5. Use the teaching of this sub-theme to reinforce the central concepts of the curriculum: positive self-awareness, treatment of others, communication, and caring. In doing so, you not only lend additional support to these important concepts, but also increase the depression and suicide prevention or intervention possibilities.

DATING (ELECTIVE)

Note: This elective topic could become a major focus if student or teacher interest warrants.

ACTIVITY 1: DATING SURVEY (BASIC/REMEDIATION)

Design a questionnaire for the class to do in two parts. First, students complete the survey individually and privately. Then, students take the same survey home and complete it with their parents' responses.

The questions on the survey might include:

a) How old were you when you began to date?
b) What types of dates were (are) common for you:
   - school dances and events?
   - sports events?
   - church-related functions?
   - movies, private parties?
   - blind dates, double dates, group parties, etc?
c) Did (do) you have a curfew when dating? What time was (is) it?
d) Did (does) your family put certain restrictions or requirements on dating? Explain.
e) Did (do) you consider your parents to be strict, lenient or "just right" with respect to their attitudes about dating?

2. Tabulate the results of the survey. (NO NAMES ON THE SURVEY ANSWER SHEET.)

3. Have the class discuss the following questions:

a) What similarities are evident?
b) In what areas (if any) do students and parents seem to have different answers?
c) Did it seem as if most students and parents had/have similar experiences, restrictions, etc?
d) Are some kinds of dating more common now than when your parents were your age?
e) Did you find dating customs that your parents followed similar to or different from yours? Explain.

ACTIVITY 2: DATING DO'S AND DON'T'S (BASIC/REMEDIATION)

1. Divide the class into small groups of boys only and girls only.

2. Ask each group to make a list of ten things that people should and should not do when dating. The boys make a list for girls and the girls make a list for boys.

3. As the next step, ask the boys to make a list of guesses about what the girls have put on their list; ask the girls to guess what the boys put on their list.

4. Discuss the answers with the class.

5. OPTIONAL FOLLOW-UP I: Ask the whole class to make up a similar list of dating guidelines, as if written by their parents.

6. OPTIONAL FOLLOW-UP II: Using a similar approach, have students share answers to the question "What do boys/girls like to talk about most?"

ACTIVITY 3: QUALITIES OF A "GOOD DATE" (BASIC/REMEDIATION)

The term "good date" might refer either to the qualities of the person you are dating or to how much you enjoy the time you spend with that person.

1. Have the class brainstorm "personal qualities to look for in a person you date" while you write answers on the blackboard. Then have each student write down the five qualities he or she values most in a date, organized in order of importance. Collect the responses (anonymously), tabulate the results, and discuss the results the class.

2. Use the same procedure to discuss the process of dating itself, and the negative and positive experiences students might have on a date.

Some of the following questions may be suitable for discussion during this second portion of the activity:

a) Why date?
b) Are there advantages/disadvantages to "steady dating"?
c) As people mature do their ideas of dating and of "ideal" dates change?

ACTIVITY 4: DATING ROLE-PLAYS (ENRICHMENT)

Role-playing can be an excellent way to encourage discussion of relevant issues and attitudes. Students might role play one or more of the following situations:

1. Going out on the first date.

2. Meeting the other person's parents.

3. Phoning a person to ask him or her out.

4. Refusing a date in a positive but assertive way (saying "no", not "maybe").

5. The right and wrong ways to ask someone out.

6. The right and wrong ways to refuse a date.

7. "Bad" dates.

8. Setting limits for behaviour.

9. Situations suggested by the students themselves.

LOVE (ELECTIVE)

Note: This elective topic may be given a major focus if student interest is high and time permits.

ACTIVITY 1: WHAT IS LOVE? (BASIC/REMEDIATION)

1. Ask the students to suggest words associated with "love" and list them on the blackboard.

2. Discuss with students the following three types of love:

   a) PHILOS: the love you feel for your friends, peers, family. Sometimes called "brotherly love" (no sexism intended) or "true friendship".
   b) AGAPE: unconditional love or pure love, such as love you might feel for humankind or children. This type of love asks nothing in return and is the most altruistic or generous form of love.
   c) EROS: love directed towards self-realization. It includes the desire to grow and to procreate as well as the desires for closeness and intimacy, and love for the opposite sex.

3. Discuss the following reasons for the difficulty people have in understanding the concept of love:

   a) There is often great confusion between love and sex.
   b) There is often great confusion between love and infatuation.
   c) Society often stresses "romantic love", a concept that is central to the "courtship system". There is a belief that one finds the right person, falls in love and lives happily ever after. The object of love becomes more important than the act of loving.
   d) Society often places a high value on things other than love, such as money, status, material possessions.
   e) Many people do not understand that the primary factor in maintaining a loving relationship is communication.
   f) Many people do not understand that they must love themselves before they can share love with others.

ACTIVITY 2: IS IT LOVE OR INFATUATION? (BASIC/REMEDIATION)

1. Ask the students to divide a piece of looseleaf paper into two columns entitled "LOVE" and "INFATUATION".

2. Using their own ideas, brainstorming in class and - equally important - interviewing parents, older siblings, grandparents, and other family members or friends, make a chart comparing the two concepts.

3. Some of the following ideas might be helpful:

   a. LOVE: occurs first in the late teens and twenties.
      INFATUATION: more common in young teens and pre-teens.

   b. LOVE: lasts over a long period of time.
      INFATUATION: tends to last for a short time only (a few weeks).

   c. LOVE: most often involves the entire person (personality).
      INFATUATION: concentrates on one feature of a person (usually physical appearance).

ACTIVITY 3: LOVE IS... (ENRICHMENT)

The Edmonton Sun features a cartoon called "Love Is...". As a class project, have students design their own "Love Is..." statements and turn them into small posters to display around the room or the school.

ACTIVITY 4: HOW DO YOU KNOW YOU ARE IN LOVE? (ENRICHMENT)

1. Have students ask the question, "How do you know you are in love?" of at least five people, including three or more adults. Share the results in class.

2. Have students work in small groups to design posters that illustrate some of the answers.

3. Discuss the results, looking for threads of similarity and major differences.

ACTIVITY 5: WHAT IS LOVE? (CREATIVE ENRICHMENT)

Note: This activity could be integrated with the language arts program.

Have students collect quotations, or write poems or short descriptive pieces on love. The results might be published or turned over to the language arts teachers for inclusion in the student's evaluation for the term.

FAMILY ROLES AND STEREOTYPES (ELECTIVE)

Note: This elective topic may be explored according to the needs and interests of the students.

1. Ask students to write the title, "Roles in My Family", at the top of a page in their notebooks.

2. Ask them to divide the page horizontally making a space of equal size for each member of their family.

3. Ask students to list in point form, the roles and responsibilities of each person in their family, e.g., chores, wage earning, babysitting, child care, driving, listening.

4. Ask each student to choose one television show featuring a family group, e.g., Cosby Show, Family Ties, Growing Pains, re-runs of Little House on the Prairie, Silver Spoons, Belvedere, Who's the Boss.

   a. Have them watch one episode and list the various roles exhibited by the family members.

   b. Ask if any of the shows portray certain family members in negative roles (e.g., dad cannot cook, brother's always bratty, sis gossips, or other stereotyped images).

   c. Discuss the concept of role stereotyping. Did any students notice examples in their personal descriptions, or on television?

5. As a back-up assignment (optional), students might collect examples of magazine, newspaper or television advertisements that picture people in stereotyped roles. ("Marg! How do you get your clothes so white!!!")

ENHANCING FAMILY RELATIONSHIPS

Note: This topic is covered by both basic texts, Lifestyle 3 (pages 58 - 60) and Knowing Yourself (pages 68-69), and their corresponding teacher manuals. The activity below may be useful as an additional enrichment approach.

1. Brainstorm ways to maximize positive feelings within families.

2. Have students make suggestions for a list of "fun family activities".

3. Have each student do the pre-planning for an activity to which he or she can take the family to enjoy.

STEREOTYPING

1. Help students to define "stereotyping". Have them give examples of how each of the following groups is sometimes stereotyped:

   Teenagers (in stores, in the movies, on television)
   Parents (by teens, in the movies, in commercials)
   Racial groups or ethnic minorities
   Canadians (by other nations)
   Americans (by Canadians as well as other nations)
   Communists (by Rambo-type movies)

2. Discuss the fact that stereotyping often occurs in the workplace and in choosing occupations.

3. Ask students to do item (a) individually in their notebooks and then discuss (a), (b) and (c) as a class, using the blackboard.

   a) List a variety of careers/occupations and beside each determine the attributes/skills necessary to carry out the job.
   b) Are there any of the careers/occupations listed on the blackboard that may not be suitable to either males or females because of the attributes/skills listed? Why?
   c) Are there some careers/occupations that are sex stereotyped? Do you agree that the career/occupations listed are male or female occupations?

4. Discuss how each of the following might sometimes stereotype males or females, treat them differently, or support separate roles:

schools	peers
family	advertising campaigns
the culture	television, movies

5. Discuss the disadvantages of stereotyping sex roles, especially in the area of occupations and careers:

   a) limited or increased opportunities
   b) wage differences
   c) lack of free choice to pursue interests
   d) others

6. Ask the following questions:

   a) Are attitudes and sex stereotyping in school and on the job changing? Explain.
   b) What active steps can people take to change attitudes about male/female and female occupational roles?

THE IMPORTANCE OF PLANNING

STUDENT ACTIVITY 1

Assume that you and some of your friends have decided to go on a three-day backpacking excursion into the mountains of Banff National Park. The weather is unsettled and in the past two weeks the forest fire hazard has been high to extreme. You are responsible for the overall planning of the event.

In your Health and Personal Life Skills notebook, list the steps necessary to plan the trip, and the supplies you would ask the other members of the groups to bring.

Be prepared to discuss your list with the rest of the class.

STUDENT ACTIVITY 2

It is necessary to take the time to plan and organize many aspects of our lives, ranging from birthday parties to career outlines. We need long- and short-term goals and plans. The decision-making model learned in Health and Personal Life Skills classes can help you to put these plans into effect.

Complete the chart below, before answering the questions that follow:

MY LIFE GOALS: What I want for myself in the future

GOALS AREA	IN THE NEXT 5 YEARS	BY AGE 25 AND 35
1. My educational goals:		
2. My job or occupational goals:		
3. My travel or leisure/hobby goals:		
4. My family or friendship goals:		
5. Other personal goals or plans:		

1. On a separate sheet of paper:

   a. list five NEEDS that you will have over the next few years
   b. list five WANTS that you will have over the next few years
   c. list five DREAMS that you have for the next few years.

   Compare these lists with your responses on the "My Life Goals" chart.

2. The key to achieving your goals is PLANNING, which not only involves setting goals, but also using effective decision-making skills to formulate your plans and set them in motion.

   Example: Choose an educational goal for yourself.

   a) If it involves college, apprenticeship, university, technical school or private training, do you know what is needed to be allowed entrance into the program of your choice?

   b) If yes, list the present course and mark requirements as you presently understand them. Have you confirmed these with a counsellor?

   c) If no, where could you begin to get information on course and mark requirements?

   d) Aside from course and mark prerequisites, what else would you and/or your parents probably need to know about any post-secondary (after high school) programs.

   e) List two short-term steps that you could take to move you closer to your educational goal during the current year.

   f) List two long-term plans (to be realized during senior high school) that would move you closer to achieving your educational goal.

3. What is your most important occupational goal?

   a) What information about that occupation would you need to have before you begin to make definite plans to be employed in that occupation?

   b) Where would this type of information be available?

   c) List three short-term plans (within the next month) that would move you closer to understanding this occupation.

   d) List two long-term plans (within the next year) that would take you in the general direction of your occupational goal.

4. Are there any factors, events or potential problems that might interfere with the goals that you have set for yourself in school and in job selection? Explain. Are these factors over which you can exercise some personal control? Explain.

Note: Conclude this activity by asking the students to look at the advantages and disadvantages of "impulse buying", and to relate that process to moving towards careers and educational goals without adequate planning or thought.

PLANNING FOR HIGH SCHOOL

Note: This is one of the most important topics in the Grade 9 program. Students need the opportunity to meet with members of the high school counselling department and student representative groups, to examine high school handbooks, to understand the types of programs available and where they lead, and to make a tentative "three-year plan" for high school.

Materials Needed: class sets of appropriate high school handbooks and/or selection guide; blank senior high school timetables (three per student);
(Optional) Course requirement pamphlets from universities, colleges, etc. (Available from high schools and/or registrars' offices.)

1. If possible, arrange for counsellors from your local senior high school to visit the class. If you are teaching in a combination junior-senior high, this may not be a problem. However, if you are in a large centre where students have access to a number of high schools, this activity may take some extra organization.

   If the local high school does not already do so, organize an evening activity for parents and students during which high school programs can be described and questions answered.

2. Senior high school student councils or peer support teams may also be interested in visiting your classroom. This excellent peer-sharing process can provide students with the "real story" about life in the "big time".

3. Topics for discussion include:

   a. The relationship between junior high marks and senior high course selection.

      - Use a high school course handbook to examine the different "streams" available in high school (e.g., Mathematics 10-20-30, Mathematics 13-23-33, Mathematics 15-25).

      - Remind students that senior high schools often use the second junior high school report card mark as a basis for course selection, but that changes in the final marks can have a positive or negative impact.

   b. The credit system.

      - Many students are not familiar with the 100 credits requirement for a high school diploma, nor with the combination of courses which must make up this total. (Check the high school handbooks for information charts. Information is also available from Alberta Education.)

      - Discuss the difference between a 5-credit course and a 3-credit course.

c. Types of diplomas.

In Alberta, there are two high school diplomas, the General Diploma and the Advanced Diploma. In each case, the student must earn 100 credits. For details of specific requirements, consult Alberta Education's current Junior-Senior High School Handbook. The Grade 12 course requirements for each diploma are as follows:

Advanced Diploma - ENGLISH 30, SOCIAL STUDIES 30, MATHEMATICS 30 and ONE of the following: BIOLOGY 30, CHEMISTRY 30 or PHYSICS 30.

General Diploma - ENGLISH 30 or 33, plus at least ten credits in two other Grade 12 courses.

Requirements vary for entrance into university, college, and technical programs. The only course required by all faculties is ENGLISH 30. (Universities publish a special course selection guide for junior high students. Contact the registrar of the university of your choice.)

Some schools, particularly those with special education programs, offer certificates of graduation. Check with local school boards.

d. Types of high school programs.

- Discuss with students, that senior high schools offer specialized programs which meet the different educational, occupational and personal needs of students.
- Have students learn more about the vocational programs, fine art departments, business education, technical courses, work experience possibilities, and academic programs that are available locally.
- Have students find out about opportunities to take a vocational-academic, business, fine arts, or other combination programs.
- If possible, arrange for a tour of a senior high school, or inform students of open houses being held at local senior high schools.

e. The relationship between senior high school courses and occupations.

- Although this topic was covered in Grade 8, it might be worthwhile to take students through a quick review of various courses and the kinds of jobs that make use of the skills and information learned in these courses.
- A second approach would involve discussion of "occupational clusters", groups of jobs that are linked by similar interests, skills or knowledge. (See curriculum guide, page 205.)

4. A three-year plan

Students need to be aware of the nature of high school and post-secondary planning, the need to consider pre-requisites or co-requisites, and senior high school registration procedures (done in Grade 9).

Students should also begin to be aware of the notion of "closing doors" on their futures.

a) Some students close doors on themselves by failing to live up to their potential in junior high school, thereby losing the chance to take courses of their own choice in senior high school.

b) Some students who are eligible to take higher level courses choose not to do so "just because it's easier not to", without realizing that not all courses will take them to the same post-secondary goals.

c) Some students look up the course requirements for the post-secondary program of their choice and select only the courses necessary to get into that specific program. This can cause several problems:

- The requirements change in the three years that they are in high school (e.g., a course which is merely recommended becomes required).
- Their career or occupational goals change, and they find themselves in the wrong program, or short of the necessary courses.
- Although post-secondary institutions list minimum requirements, some faculties must limit enrolments for a number of reasons - lack of facilities or market requirements - consequently very few applicants who have minimum entrance requirements are accepted.

Activity

a) Distribute copies of the high school handbook, post-secondary information (if desired), and blank timetables.

b) Ask students to begin to plan their three-year high school career, keeping in mind:
- their junior high marks
- their long-term occupational and educational goals
- pre-requisites

c) Ask students to begin planning for the future and to ask themselves: "What do I want to have by the end of high school?" and then, "What must I take in Grades 11 and 10 to get there?"

d) Collect and "mark" the completed timetables.

The following items can be helpful to the registration team that come from the senior high school to work with the students:

- Students' three-year plans.
- The most up-to-date marks.
- Recommendations from Grade 9 teachers about appropriate levels for courses.
- Results of the Differentiated Aptitude Tests following class discussions.

INTRODUCTION TO THEME IV

The largest portions of Theme IV are taught in Grades 7 and 8. Only two sub-themes remain for the Grade 9 year; "Physical Fitness" and "Health Care Products and Services".

These two sub-themes provide opportunities to involve community agencies, individuals and businesses as resources for the classroom. Some of the groups who might be involved include:

- Fitness instructors, working privately or with parks and recreation departments
- Cosmetologists
- Local pharmacists and doctors/dermatologists
- Representatives of Alberta Consumer and Corporate Affairs
- Consumer protection groups
- Local health units.

The basic textbooks, Lifestyle 3 and Knowing Yourself, and their supporting teacher manuals provide excellent material on these topics. However, this manual provides a few additional activities that may be useful.

Invaluable support for developing this section of the manual was provided by local health units and other health educators across Alberta. Teachers who wish more information about the kinds of activities and services available are encouraged to contact their nearest health unit or to write:

School Health Education Coordinator
Health Education and Promotion
Alberta Community and Occupational Health
10030 - 107 Street
Edmonton, Alberta
T5J 3E4

ADDITIONAL ACTIVITIES FOR REMEDIATION AND ENRICHMENT

Note: The Health and Personal Life Skills teachers and Physical Education teachers should work closely together in presenting this sub-theme on physical fitness.

STUDENT ACTIVITY 1: HEADING FOR FITNESS: THE CONTRACT

1. Discuss the following points with the class:

   a) The key to a slimmer, fitter you is:

      - reduced calorie intake, or
      - increased calorie burn-off through exercise, or
      - a combination of the two.

   b) Often good intentions of doing more exercise are not translated into action. We use our decision-making skills to take us as far as making an action plan, but then we stop!

2. Distribute the one-week contract for fitness to students (see next page). On the lines next to each day of the week, students are to indicate what they intend to do that day to add some exercise to their lives. The statements should be very specific in nature. For example, "On Monday, I will go for a brisk 25-minute walk at lunch", not "I'll be more active today".

3. Have students bring their contracts to class one week later to discuss the results and discuss the following questions:

   a) How well did you follow your contract? Explain.
   b) What barriers got in the way of your doing the best you could on the contract? Were these external or internal barriers?
   c) Was any particular day harder than the rest? Why or why not?
   d) Did you notice any difference in yourself after the week? Explain.
   e) Would you be willing to renew your contract for another week?

MY FITNESS CONTRACT

I, _____ BELIEVE THAT I WOULD BENEFIT FROM ADDITIONAL EXERCISE (ENERGY USE). I KNOW THAT EXERCISE WOULD REDUCE MY WEIGHT AND INCREASE MY FITNESS. THEREFORE, FOR THE NEXT SEVEN DAYS, THIS WILL BE MY DAILY FITNESS PLAN. I WILL LOOK FOR SOMETHING NEW TO DO EACH DAY:

SUNDAY: _____

MONDAY: _____

TUESDAY: _____

WEDNESDAY: _____

THURSDAY: _____

FRIDAY: _____

SATURDAY: _____

Activity adapted from Canada Health Series, Decisions for Health, Teacher Resource Manual, (Ottawa: Health and Welfare Canada, n.d.)

STUDENT ACTIVITY 2: FIT FOR LIFE

People need to maintain physical fitness throughout their lives. Complete the chart below by listing two or three sports, activities, exercises that might be suitable for each person described.

PERSON	TYPES OF SPORT, ACTIVITY, EXERCISE
1. Kelly, age 3	
2. B.J., age 10	
3. Grade 9 student	
4. Lawyer, age 27	
5. Farmer, age 43	
6. Retired police officer, age 67	

STUDENT ACTIVITY 3: THE FIT SCHOOL PROGRAM

This activity involves a co-operative effort by physical education and Health and Personal Life Skills classes to increase fitness awareness in the school.

Divide the class into small working groups. If several classes are involved, give each class one basic responsibility.

Groups or classes can take on tasks such as the following:

1. Organize an inter-class competition for fitness, using a measure such as "best group heart rate" or "mass jogging distance".

2. Develop a poster and slogan campaign that reminds students of the importance of good cardio-vascular fitness in both humourous and serious ways.

3. Operate (or invite a college or university group to operate) a fitness-testing station for one week during noon hours. Ask physical education staff for assistance in setting up simple endurance tests, flexibility tests, "fat pinches", etc.

4. Set up a fitness-testing program using the "participaction" criteria for various age groups.

5. Organize "the world's largest (?) aerobics session" by inviting students, staff, and interested parents to the gym for group aerobics. Either students or invited "experts" could lead the session. (Invite celebrity participants--the mayor, superintendent, etc.)

Idea adapted from Canada Health Series, Decision for Health, (Ottawa: Health and Welfare Canada, n.d. p.3)

COSMETIC TREATMENT (ELECTIVE)

Note: This section may be used as required to meet the needs of individuals or groups in the class.

1. Ask students to collect from old magazines and newspapers:

   a) Advertisements for cosmetics, deodorants, shaving creams, perfumes, and other similar products

   b) "Beautiful" male and female faces, including faces of people who use cosmetic treatments.

2. Make a large bulletin board collage from the pictures collected by students.

3. Run a "name the collage" competition to name your masterpiece.

4. Questions for discussion:

   a) What is the purpose of the advertisements appearing in the collage?

   b) What messages are being sent? (Select some sample advertisements for specific discussion.)

   c) Why do men and women choose to spend so much money on cosmetics?

   d) Aside from personal preference, what factors might influence whether or not a person chooses to use cosmetics? What factors might influence a person to choose a particular type of cosmetic? (See pages 213-214, curriculum guide.)

5. Enrichment Activities

   a. Invite a cosmetologist or a cosmetic sales clerk to the class to discuss appropriate cosmetic use.

   b. Have students research the topics "Cosmetics Through History" and "Cosmetic Customs in Other Countries/Cultures".

   c. Use the chart on the next page to identify some of the influences on consumer decisions.

STUDENT ACTIVITY: WHAT INFLUENCES MY CHOICES?

Place an "X" in the box to identify factors that you think influence your decisions to use or buy the products/services listed.

PRODUCT/SERVICE	FAMILY	FRIENDS	TV, RADIO MAGAZINES	MEDICAL PERSONS	OTHER (WHO?)
1. Deodorant					
2. Shampoo					
3. Perfume/cologne					
4. Hair spray					
5. Makeup (and whether to use it at all)					
6. Toothpaste					
7. Dental floss					
8. Gum, candy					
9. Mouthwash					
10. Soap					
11. Style of clothes					
12. Cereal					
13. Nutritious snacks					
14. Type of fast food					

Adapted from Smile in Style, pages 30-31.

EVALUATION OF PRODUCTS/SERVICES (ELECTIVE)

1. Ask students to develop a list of all the kinds of health care products an average family might purchase in a year (including medication, remedies, soaps, shaving creams, etc.), and then estimate the cost.

2. Then, ask students to list the amount of money that families might be spending for the services of health care personnel (dentists, doctors, optometrists...).

3. Discuss with students how health care is a fairly major item in the family budget; therefore it is important to get good value for the money spent.

4. Discuss how families could monitor the effectiveness of the products they buy.

   a. Are there magazines or agencies that advise on the effectiveness of various products?
   b. If a professional person gave your family poor advice or service, are there steps that can be taken to make a complaint?

5. Discuss the role of government regulation in making sure that products and services are adequate. Note the services provided by:

   a. Alberta Consumer and Corporate Affairs
   b. Alberta Community and Occupational Health
   c. Alberta Transportation and Safety
   d. Other Agencies.

Enrichment Activities

1. Invite a member of the Better Business Bureau, the Alberta Medical Association, Alberta Consumer Affairs, or a similar group to talk to the students about consumers' rights.

2. Have a member of Student Legal Services, or some other person who knows the law, speak to students about people's rights to certain standards of service and protection.

3. Have students contact a variety of health service agencies in the communityc. to find out about the services they offer, the client groups they serve, et

4. Have students conduct a comparison test on a common product related to health, hygiene or cosmetics. The class would look at three different brands of the same product to find out:

   a) if the product does what the advertisement claims it will do
   b) if the ingredients in each product are basically the same
   c) how a person could determine which product is "best"
   d) the comparative cost versus effectiveness
   e) why it is important to analyze a product and read labels before buying.

CHAPTER 5:

Theme V (Optional) Human Sexuality

PARENT AND COMMUNITY INVOLVEMENT
THEME V. HUMAN SEXUALITY (GRADE 7)
THEME V. HUMAN SEXUALITY (GRADE 8)
THEME V. HUMAN SEXUALITY (GRADE 9)

Chapter 5

THEME V (OPTIONAL): HUMAN SEXUALITY

PARENT AND TEACHER INVOLVEMENT

A. PARENTS

More than most themes in the Health and Personal Life Skills curriculum, the optional Human Sexuality theme truly invites parent involvement. Many parents have concerns about this portion of the course, and many welcome the opportunity not only to meet the persons who will be leading discussions on sexuality, but to see some of the audio-visual or print resources available in the community and to take part in some of the classroom activities which their children may experience. An evening meeting should be held about two weeks in advance of starting the theme to allow parents to express their concerns, lend support and provide valuable input. Pilot teachers who have established such meetings have created some of the health program's biggest "fans", including parents who will search for materials, guest speakers and activities for the classroom.

A worthwhile parent information evening requires four primary ingredients:

1. Adequate Notification

   Parents must be informed far enough in advance to ensure good attendance. A letter similar to the sample which follows this section is commonly used. Such a letter is especially effective when it includes a section to which the parent must respond. If you have a parent committee or volunteers working at your school, you could have them make follow-up phone calls to those few people who have not returned the necessary information. This approach works wonders for the turnout.

2. Information

   Most parents who attend do so primarily to be informed about the content, objectives and methods of the theme. Therefore, a basic information package, to be taken home by the parents, can be useful. The package might include:

   a) the basic objectives of the theme
   b) an outline of the content as found in the curriculum guide
   c) a list of suggested student activities
   d) corresponding parent activity sheets (to be used during meeting).

3. Activity

The activity portion of the meeting often provides the real learning and excitement of the session. Some activities to consider include:

a) viewing and discussing the recommended film, Then One Year
b) a "getting-to-know-you" activity taken from the first section of this manual, Theme I, Sub-theme A. ("ING" tags or the Scavenger Hunt activity have both been used successfully by pilot teachers.)
c) a pre-test on sexuality (optional)
d) small group discussion of parent concerns or ideas for the theme.

4. Responsiveness

Is the school attempting to replace the family when it comes to values and sexuality education? This question, which often comes to the fore, is an important consideration for many parents.

Always provide ample opportunity for parents to ask questions of yourself and the resource people attending the meeting. Often, other parents will answer their neighbours' questions, and provide added insight into the value of the unit. Take advantage of open discussion during the evening; it may provide some excellent ideas for follow-up meetings, additional sections, potential guest speakers, or a parent support group willing to preview and suggest additional resources appropriate to your community. (Refer to p.168 of this manual.)

Finally, it is important to emphasize that the purpose of the program is to support the parents' roles and responsibilities, not to replace them. Parents should become aware of the distinction and see the curriculum as a catalyst for increasing or continuing discussions at home. Parents can use the fact that the theme is being taught in school to raise personal values issues, to provide more in-depth information, or to answer their children's questions about what the parents think about these issues.

Holding this type of meeting emphasizes that we want and welcome parent involvement, support and concern.

B. THE COMMUNITY

The entire Health and Personal Life Skills curriculum is designed for community and agency involvement, but in Theme V such involvement is essential. Pilot teachers and teachers of courses such as Perspectives for Living (Edmonton), Family Life and Sex Education (Calgary), Christian Family Life Education (Edmonton), Dimensions for Living (Lethbridge) and similar programs across Alberta, have found the use of local and provincial resource persons invaluable in teaching and supplying resource materials for this theme.

Many agencies make their libraries of print and audiovisual materials available to parents and teachers and, time and mandates permitting, will provide speakers for the classroom. Potential guest speakers, panelists and information sources include:

- local doctors, nurses, obstetricians/gynecologists
- members of your local health units, some of which have a staff member identified as a community educator or a family planning educator
- local pharmacists
- local family planning programs
- local or provincial sexually transmitted diseases clinics
- organizers or presenters of pre-natal and neo-natal care classes
- social workers whose case loads may include unmarried teen mothers/fathers
- local ministers/counsellors (for the sections dealing with responsibilities for decisions and/or child care).
- provincial film libraries and ACCESS Network

Alberta Community and Occupational Health personnel have been extremely helpful in gathering information and teaching methods for both Themes IV and V. As mentioned in the manual, an "umbrella organization" involving health professionals and local boards of health and health units is prepared to provide a wide variety of audio-visual, print and human resources.

SAMPLE LETTER OF INVITATION

April 2, 19___

Alberta Junior High School
Aspen Zone, Alberta

Dear Parent or Guardian:

In approximately two weeks, the Health and Personal Life Skills classes at our school will begin a new theme in the course, the unit on Human Sexuality.

As part of the Grade___ course this year, Theme V will deal with such topics as _____
and _____.

In order to involve you in the program, both as a giver and receiver of information, I would like to invite you to a parent evening at which you will be able to view proposed course material, meet some of the community resource people, take part in one or two student activities, and discuss the course and its content.

When: Wednesday, April _____, 19___.

Where: Room ____, _____

Time: _____

Please return the form below by _____ so that I may make appropriate arrangements for coffee, seating and material supplies.

I hope that you will be able to take this opportunity to visit my classroom and get to know more about this program.

Yours truly,

Health and Personal Life Skills teacher.

Please Detach and Return

_____ I/we will be attending the meeting on Wednesday, April _____.
_____ people will be in attendance.

_____ I/we will be unable to attend the meeting. Please keep us informed of future activities.

_____ _____
Parent/guardian Signature Phone Number

GETTING STARTED

You have completed the other four themes. The local school board and the community have approved Theme V. Your parent evening was a roaring success--you even got a parent support group out of it!

NOW WHAT?

Many teachers who have been involved in locally developed human sexuality programs have found it helpful to begin the unit with a "pre-test" on sexuality. Such a test impresses on the students that they are beginning a new unit, identifies possible areas of discussion and lets the teacher know more about the students' level of understanding; some students will have previously had sexuality education at home, and in elementary school. A sample pre-test is contained in chapter one on page 33 of this manual. Before administering the pre-test, however, you should probably take these steps:

1. Since the basic textbooks do not contain chapters on human sexuality, and this manual is intended as a supplementary resource, you may wish to contact local and provincial agencies that deal with the topics and content of this theme. The material they provide has been written by experts: current information on topics such as contraception and sexually transmitted diseases is not likely to be found in textbooks because changes are occurring rapidly. PLAN AHEAD.

2. Even though all human sexuality education programs are carefully designed to build class climates that encourage open discussion, there are some students or some questions that do not fit easily into open discussion. Therefore, almost every Alberta human sexuality education program employs the "question box" technique.

   All you require is a shoe box with a slit in the top and a nearby supply of 12.7 x 7.6 cm (3"x 5") file cards. Students should be encouraged to ask topical questions that are important to them. (They do not have to be related to sexuality.) Once each week or once each day, empty the box, categorize the questions and prepare the answers. Some teachers save all the questions and arrange a day on which a panel of speakers comes in to answer them.

   As questions from the box are answered, students often become less shy about asking questions orally and, soon, most are choosing this method.

   A glossary of terms and definitions is provided at the end of Chapter 5 (pages 213-218).

GROWTH AND DEVELOPMENT: AN ONGOING PROCESS

1. Ask the students to bring to class a pre-school picture of themselves.

2. Set up a special bulletin board display titled, THE WAY WE WERE. This motivational activity may be followed by a discussion of such questions as:

   a) How much have you changed since that picture was taken?
   b) Who seems to have changed the most/least?
   c) How do you feel about having pictures of yourself shown to visitors?
   d) Do you have a most/least favorite picture taken of yourself when you were young?

3. Provide students with a brief overview of the topics that are going to be discussed during Theme V, emphasizing the importance of the information and the need for sharing ideas.

4. Refer to the pictures again, asking each student to remember his or her earliest years: hopefully pre-school age or Grade 1.

   a) Have students share personal memories from their early childhood. (They'll be amazed!)
   b) Put the students in groups of five or six and have them introduce themselves to the rest of the group using the phrase, "I'm _____ and something I remember about being really young is _____."

5. Optional: Refer to an earlier section of this manual, Theme I, Sub-theme A, Grade 7. During the previous theme, students may have completed a "Then and Now" chart about themselves (Grade 1 and Grade 7). If so, have them take out the chart and look at it again, five or six months later. Have there been any further changes? If students have not prepared such a chart, they might do one now.

6. Further discussion:

   a) Ways in which young people go through tremendous changes and how the rate of change differs.
   b) How change is a normal growth process that continues all through life.
   c) How differences in the rate of change, especially pubertal change, are normal and dependent on heredity.

7. If time and interest permit, have the students complete the following enrichment activity on the ages at which young children accomplish various learning tasks.

   The "key" for the following activity is:

1.	Answer supplied	8.	9 months
2.	2 years	9.	15-30 months
3.	5-6 years	10.	3-4.1/2 years
4.	8 years	11.	5-6 months
5.	2-3 years	12.	3 years
6.	5-10 months	13.	13-19 months
7.	18-24 months	14.	3 years

STUDENT ACTIVITY: STAGES OF DEVELOPMENT

On the next page, you will find a list of things that children learn to do during their first years of life.

1. In Column A, write the age at which you think most children can succeed at that activity.

2. When all students have finished their lists, the teacher will place students in small groups to share answers and to decide on a group answer which is entered in Column B.

3. Once all groups have had a chance to share their answers, the teacher will give you the typical ages to place in Column C.

STUDENT ACTIVITY: STAGES OF DEVELOPMENT

ACTIVITY	A	B	C
	Your Answer	Group Answer	Average Age
The Child:			
1. Learns to walk.	12 months	14 months	10-18 months
2. Thinks of time in terms of "night" and "day".			
3. Gives special meaning to the month of his or her birthday.			
4. (Girls) Is interested in knowing about menstruation.			
5. (Boys) Is first aware of the penis; knows that girls urinate differently.			
6. Begins to recognize mother as a special person.			
7. Begins to use the word "no" frequently.			
8. Up to this age, thinks anything hidden has simply disappeared.			
9. Is able to throw a ball overhand.			
10. Can draw a "three-part" person.			
11. Imitates speech sounds; tries to talk.			
12. Can get dressed without supervision.			
13. Imitates housework.			
14. First asks where babies come from.			

BECOMING MORE MATURE

1. Discuss the following idea with the students:

   Maturity is a word used often. It is sometimes suggested that every person can be labelled precisely as a MATURE or IMMATURE individual. However, a person may have many different "ages" or levels of maturity. Physical, emotional, social, and intellectual levels of maturity might be developing at different rates.

2. Ask the question, "What are some of the signs that indicate a person is becoming more mature?"

   a) Either in small group discussion or large group brainstorming, develop a list of possible signs of maturity. (Although the list may include physical signs, concentrate on social-emotional development.)

   b) Student answers might include:

   - being able to control mood swings
   - using good judgement
   - cooperating but not always doing what others want
   - being responsible
   - making decisions for oneself.

3. Other questions for discussion:

   a) How might a person be able to be "more than one age"? Are teens physically mature but emotionally immature?

   b) How do you feel when you hear someone say, "Act your age!" Are teens the only ones to whom this is said? What about parents and grandparents and others?

PUBERTY

Note: This is the first activity that actually looks at the process of growth as part of pubertal development. Because the people in your class are experiencing these physical, emotional or social changes--or lack of them--great sensitivity and understanding is required of the teacher.

1. Do one of the following introductory activities (adapted from the Perspectives for Living Handbook, EPSB, 1979). These two short activities demonstrate the structural differences between physically mature males and females. (They are actually old "parlour games".)

THE OLD CHAIR TRICK

a. Have a student measure three "foot" lengths from a wall, starting with heels against the baseboard and turning to face the wall once the distance (heel-toe-heel-toe) has been achieved.

b. Bend from the hips, so that the top of the head rests against the wall and the back is flat.

c. Place a light chair or bench under the student's chest.

d. Ask the student to lift the chair toward the chest and hold it there.

e. Come to an erect position without moving the feet.

The result? Most girls will be able to do this easily, but most boys will be unable to straighten up. Remember to lift the chair first, pause, and then stand up, NOT ALL IN ONE MOTION!

THE OLD DOLLAR BILL TRICK

a. Ask a student to kneel on the floor with toes out flat.

b. Measure from the knee by resting elbow on knee and placing forearm and extended hand ahead.

c. Stand a dollar bill on its edge at the finger tips.

d. NOW! With hands clasped behind the head, bend over and pick up the bill in the mouth and return to a kneeling position.

The result? Again, most girls can accomplish this feat, while most boys cannot.

EXPLANATION: The center of gravity in mature males is located in the lower chest/navel area; in mature females the center of gravity is located in the pelvic area or hips.

PUBERTY: UNDERSTANDING THE CHANGES

1. Discuss the process of puberty, using the following information, which is adapted from a number of sources, but especially from Modern Human Sexuality.[1]

   Usually between the ages of nine and sixteen, physical and emotional changes begin to occur. PUBERTY marks the beginning of the transition from childhood to adulthood. Girls generally begin these changes at an earlier age than boys. Among both girls and boys, however, puberty may commence at varying ages.

   Your body and your feelings grow and change at their own speed. This personal "speed" may be faster or slower than that of your friends, but this is not a reason for worrying or bragging. It is just one more way in which each of us is an individual.

   During puberty, a girl finds that her rate of growth speeds up and she becomes taller and heavier. Breasts begin to develop and hips and buttocks become larger and rounder. Hair begins to grow on the body, under the arms, on the legs and in the pubic area. Some may also find their skin and hair becoming oilier, and pimples and perspiration become problematic. As well, the same hormones which bring about these changes bring about an even more dramatic change--usually earlier than some of the other changes--the onset of the first menstrual period and the production of the first ovum.

   Boys will usually start puberty between the ages of twelve and sixteen. Like girls, boys go through physical and emotional changes. They, too, grow taller and heavier, with different parts of the body growing at different rates. For example, often the hands and feet seem too large for the rest of the body for a while. Hair begins to grow on the face, under the arms, on the chest and legs, and in the pubic region. As well, both male and female voices change during puberty, but the change is more dramatic in males. For months they may "squeak" or the voice breaks in the middle of a word or sentence. One very important change is not so noticeable. During puberty, hormones cause the body to start the production of male sex cells called spermatazoa, or sperm.

   In both males and females, therefore, the organs of reproduction change and begin to move towards maturity in terms of producing the ova and sperm necessary for reproduction.

2. Show the film Then One Year (recommended in the curriculum guide). The film is available from most health units or regional film libraries.

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[1]Kelman and Saxon, MODERN HUMAN SEXUALITY. 1976: (Boston) Houghton Mifflin, pp. 30, 31, 36. Used by permission.

3. Use the following information and activity to discuss the film Then One Year, or to discuss pubertal change in general if the film is not available.

   a) Share the following statement with the class: "Puberty brings with it a great many changes. There are new feelings, new pressures, new interests and new growth patterns."

   b) Have the group list all the changes that occur during puberty, using the film as their guide. Put all suggestions on the blackboard, and categorize them on a chart (see below).

   c) Ask students to work on the chart individually. Suggest that they do part of it as homework and that they involve other members of their families especially their parents.

PUBERTY: UNDERSTANDING THE CHANGES

Complete the following chart using information from the blackboard, from the film you saw, and from discussions with your parents.

1. PHYSICAL CHANGES (body, height, etc.)	
2. SOCIAL CHANGES (friends, family, etc.)	
3. MENTAL CHANGES (thoughts, decisions, etc.)	
4. EMOTIONAL CHANGES (feelings, likes, dislikes, etc.)	

ANATOMY AND PHYSIOLOGY

1. If possible, arrange for a local resource person to take part in one or two classes to present information and answer questions about the following topics:

   a) The male and female reproductive systems
   b) Menstruation (review for some students)
   c) The role of the endocrine system and the effect of hormones on the reproductive systems
   d) Process of conception (understanding of sexual maturity at puberty, fertility awareness and the risk of conception with intercourse)
   e) Fetal development and the birth process.

2. Arrange to obtain print information from local boards of health or health units, the school nurse, local medical offices and pharmacists. Provincial agencies, such as those suggested previously in this section of the manual, also have excellent resources.

3. After making use of available human and print resources, use the activities, diagrams and information which follow, as required, for remediation and/or enrichment.

4. In the unlikely case that neither human nor print resources are available, present the necessary information by:

   a) using the diagrams, information and glossary provided in this manual
   b) presenting a description of the male and female systems, using the following student-oriented activities.

Part A: The Male Reproductive System

The male reproductive system consists of a system of glands, tubes and muscles which work together to produce sperm, store it until needed and then provide it for possible fertilization. The external organs of the system are the penis, the testicles, and the scrotum.

The penis is composed of spongy tissue containing small blood vessels and nerves. A small tube, the urethra, runs the length of the penis and serves as a passageway for urine from the bladder and for sperm ejaculated in a fluid called semen. During sexual arousal, or sometimes spontaneously, the spongy tissue of the penis fills with blood and the penis hardens and becomes larger. This process is known as an erection. Both urine and sperm cannot be in the urethra at the same time because during an erection, the entrance from the bladder is sealed off by a small valve. As well, two glands called Cowper's glands secrete a substance that removes any acidity from the urethra prior to the ejaculation or just after erection occurs. This fluid contains sperm which will be on the glans of the penis even before ejaculation.

At the tip of the penis is the head or glans which may or may not be covered by an extra covering of skin known as the foreskin. In many males, this foreskin is removed shortly after birth through a surgical process known as circumcision.

Beneath the penis is a sac of loose skin called the scrotum which is divided into two parts. Each part of the scrotum contains a testicle, an epididymus and part of the vas deferens. The covering of the scrotum also contains muscles which draw the testicles closer to the body when they are cool; lower them away from the body when they are too warm. Maintaining an even temperature is important for the production of sperm. Each testicle contains hundreds of yards of minute tubes which continuously create new sperm throughout the male's entire lifespan. After puberty and once they are manufactured, the sperm move to the epididymus to begin to mature, and from there to the vas deferens which will take them to the interior of the body.

The sperm are the male reproductive cells. Each one is invisible to the human eye, yet only one is necessary to fertilize an ovum present in the female reproductive system. During one ejaculation, hundreds of millions of sperm may be released.

Once matured, the sperm pass along the vas deferens and are stored inside the body next to the seminal vesicles. (The sperm remain inactive until ejaculated.) It is the job of the seminal vesicles to produce the substance which activates the sperm. At the time of ejaculation, the prostate gland also secretes a thick, milk-like fluid. The total fluid comprised of glandular mixes and sperm is now called semen which nourishes the sperm until some of them find their way into the vagina, through the cervix and, eventually, into the fallopian tubes. The prostate gland not only supplies most of the necessary liquid, but its muscles and surrounding muscles contract rapidly during the point of sexual excitement known as orgasm to force the mixture out of the urethra as an ejaculation. It is possible, however, to have ejaculation without orgasm.

Part B: The Female Reproductive System

The clitoris of the female closely resembles the penis. While being an important part of the female sexual response structure, it is not considered to be part of the reproductive system.

A female's main reproductive organs are the ovaries. The ovaries produce estrogen, the hormone that creates secondary sexual characteristics and ova. The two ovaries are located inside the lower part of the abdomen, one on each side of the uterus. When a female is born, the ovaries already contain all the ova (eggs) she will ever produce (400,000 immature ova). The ovaries do not produce ova, but store them until, at puberty, hormones begin the process of maturation both of the female and the eggs in the ovaries. Usually one ovum per month matures within a

small bubble on the surface of the ovary and, during a process called ovulation, the sac bursts and the ovum is released, along with its surrounding fluid, into the fallopian tube. The fallopian tubes assist this action by the movement of fingerlike threads at the tube's opening. Once picked up, the ovum travels through the tube, being moved along by tiny hairlike cilia. The joining of sperm and ova usually takes place in the fallopian tube. Whether or not it becomes fertilized, the ovum will take about three days to travel from the ovary to the uterus. If the egg is not fertilized, it disintegrates and disappears.

In the expectation that the egg will be fertilized, the lining of the uterus begins building up for about two weeks. This lining is designed to provide an ideal location for the fertilized egg to attach itself and begin the process of growth which, at the end of nine months, will lead to a fully developed baby. If no egg is fertilized, the uterus sheds its lining through the cervix in a process called menstruation.

The uterus is an amazing organ, about the size and shape of a small pear. It is strong, muscular, and stretchable. If a fertilized egg attaches itself to the uterine wall, the uterus will grow to accommodate the developing fetus. The muscles of the uterus will later do the work of positioning the baby and providing the contractions to ease the baby out through the cervix and the vagina in a process called labour and delivery. The exterior portion of the female reproductive system is the vulva.

The area around the external opening, the portion comprised of the labia (major and minor) and clitoris, however, is highly sensitive and excitable. The vagina is a soft, muscular, elastic tube. Its inner lining is soft and moist, and most of its length is not sensitive. During arousal, the walls and glands around the walls of the vagina secrete a lubricant to assist in intercourse.

At the upper end of the vagina is the cervix or passage into the uterus. The size of the cervical opening changes during different phases in the menstrual cycle. The cervix is open in a non pregnant woman. During pregnancy the cervix seals itself to prevent infection. During labour and delivery the cervix opens to allow the baby to pass through.

Part C: Male and Female Reproductive Systems (Diagrams) (Optional)

1. Make transparencies of the labelled diagrams of the male (side view) and female (front view) reproductive systems.

2. You might block out the labels and have students complete diagrams during discussion or immediately following.

DIAGRAM A: THE MALE REPRODUCTIVE SYSTEM

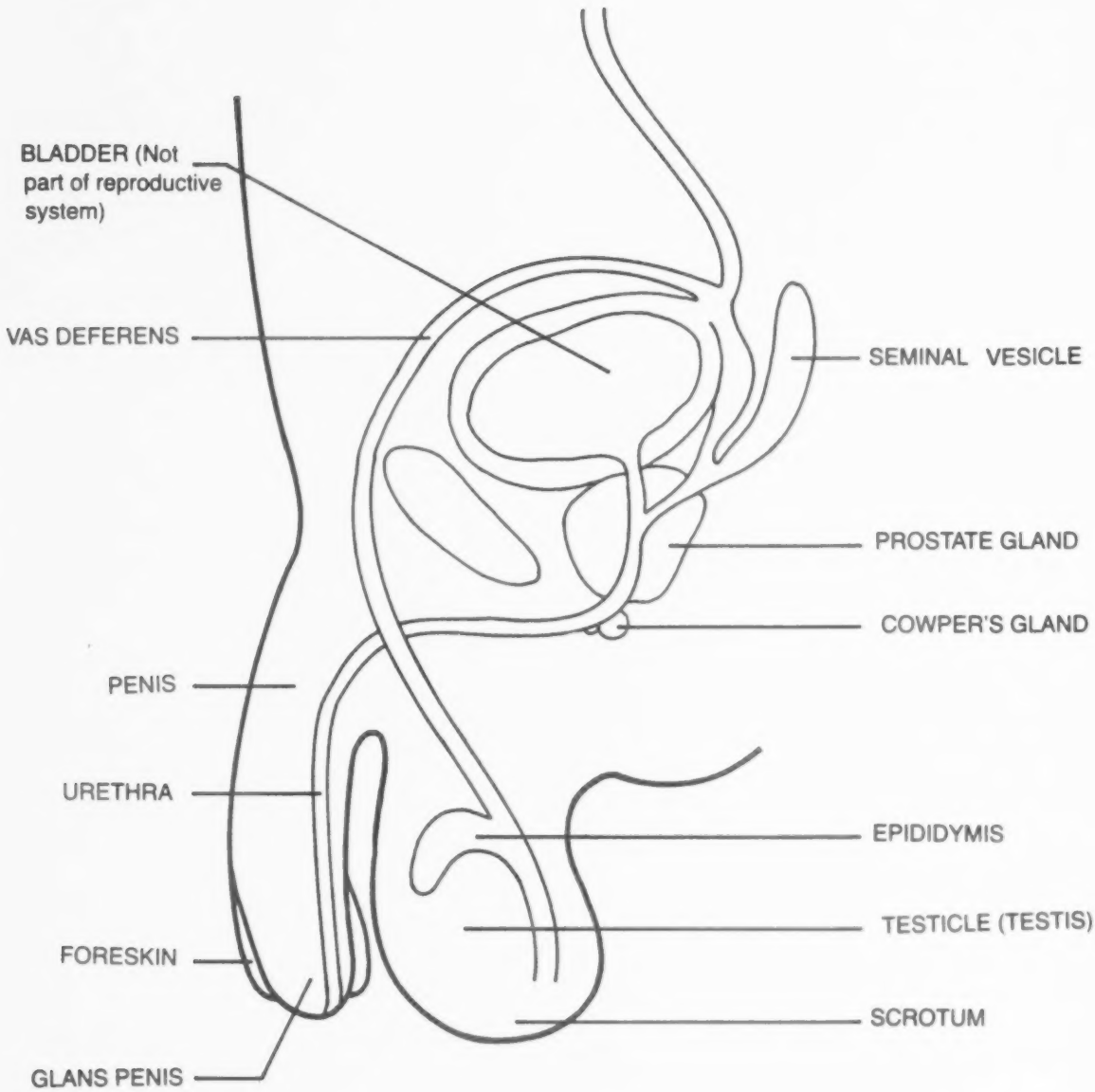
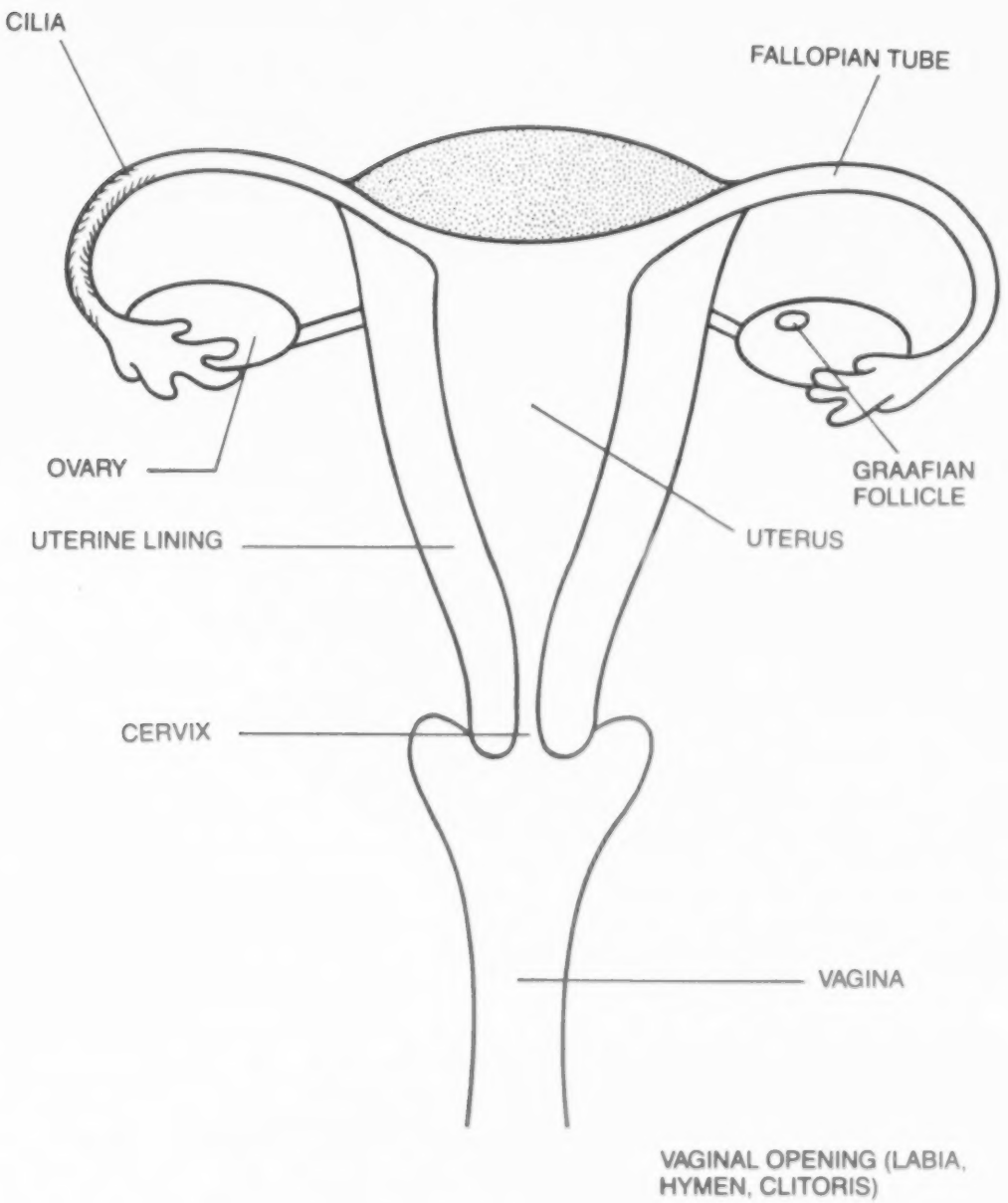


DIAGRAM B: THE FEMALE REPRODUCTIVE SYSTEM



Part D: Matching Questions (Remediation)

1. For additional information, as a follow-up to discussion, or as part of evaluation, some teachers like to design a matching-question worksheet. The one below shows one approach; teachers may wish to design their own questions.

2. Sample questions:

   a) The female organ located just above the opening to the vagina.

   b) The storage place for sperm waiting to mature.

   c) The release of mature ova from the ovary.

   d) The process by which the penis fills with blood.

   e) The glands that "clean out" the male urethra prior to ejaculation.

   f) The regular shedding of the uterine wall.

   KEY: a) clitoris b) epididymus c) ovulation d) erection
   e) Cowper's glands f) menstruation

Part E: Learning About Hormones and the Endocrine System

1. Assign students singly, or in pairs, the task of defining and describing one of the parts of the endocrine system or its hormones.

2. Indicate to students that, where possible, they are to relate what they find out to the processes of growth, development, puberty or reproduction.

3. Topic List for Endocrine (Ductless) System:

   - Adrenal
   - Pituitary
   - Ovaries
   - Testes
   - Parathyroid
   - Thyroid
   - Pancreas (parts of)
   - Androgen
   - Estrogen
   - Progesterone
   - Prolactin
   - Testosterone

4. Have selected groups present their findings to the class.

5. Conclude with a discussion of the importance of these glands and hormones to pubertal development and reproduction.

REPRODUCTION

1. Like Sub-theme A, this section lends itself to the involvement of guest speakers. You might contact:

   - a local doctor (an obstetrician if your community has one)
   - a school nurse
   - a midwife
   - an instructor of a pre-natal class
   - a biology or science teacher (who may also share some resources).

2. Some schools have successfully used parents as resource people:

   - parent (or both parents) of a newborn baby
   - parent of twins or triplets
   - person about to become a parent
   - grandparent, or retired doctor or nurse, to talk about "the way things used to be".

3. Anyone might be a good classroom resource person. A junior high school class on reproduction was being observed by a Grant MacEwan College class as part of a project. One observer--a mother of teenagers herself--became so involved in the class discussion, that she shared with the class her experiences during the breech birth of her son.

4. For Sub-theme A, contact local health units and agencies and medical persons for print resources and a list of audio visual resources on the stages of pregnancy and fetal development, and important health care considerations for the pregnant woman.

5. The following information should be presented during the study of reproduction:

   a) Definition of terms: sperm, ovum, conception, embryo, fetus, placenta, umbilical cord, labour, contractions, caesarean section.

   b) Discussion of the fertilization process. Note: The content outline on page 109 of the curriculum guide makes no mention of, nor does it encourage the parallel discussion of sexual intercourse. The question, "So, how did the sperm get there in the first place?" is likely to be asked in the Question Box.

   c) The process of cell division and specialization, and the stages of pregnancy as the original two cells unite and develop from embryo to fetus and to a baby at the point of birth.

d) Information on labour and delivery, the role of the uterus, the stages of preparation in the female body, the process of delivery, and after-delivery care.

e) Related topics of interest to students and of importance to the curriculum:

- multiple births
- care of self and the unborn baby during pregnancy
- risks to pregnancy: fetal alcohol syndrome, rubella, smoking, drug use, lack of proper nutrition.

Note on resources:

There are many excellent community and provincial (not to mention commercial) print and audio-visual resources on the topic of pregnancy and fetal development. There is tremendous awareness today of the importance of pre-natal and neo-natal care, and the impact of diet, lifestyle, exercise, and positive emotional attitudes on the unborn child. Because of this awareness, resources are plentiful. Your health unit may be aware of resources that would be suitable for your class.

Many pilot schools, wanting to expand their lists of appropriate print and audio-visual resources, have asked a group of representative parents to preview films, filmstrips, videotapes, pamphlets and other resources for possible inclusion in the program. If your school or school board has given permission for the teaching of sexuality, it makes sense to involve interested parents in assisting with the selection and approval of materials.

6. If necessary, or if time permits, use one or more of the following activities or information modules in teaching this sub-theme.

Part A: Pregnancy

1. Have students ask their mothers the question, "How does a woman suspect she's pregnant?" (Remind female students not to ask this without first mentioning the health class.)

   a) Ask students to share with the class the answers they received.

      The answers might include:

      - menstrual cycle does not begin on time (there are many other causes as well)
      - discomfort and tenderness in the breasts
      - sensitivity to certain smells or tastes
      - morning dizziness and nausea (morning sickness)
      - more frequent urination
      - others (use available pamphlets)

   b) Stress the importance of a medical examination as the only sure way to determine possibly pregnancy. (Some companies now sell "self pregnancy tests" through pharmacies. Discuss the relative merits of these tests with a local doctor or pharmacist.)

2. Discuss the importance of starting prenatal care early in the pregnancy. Invite one of the resource people suggested to discuss the importance of proper diet, nutrition, regular medical check-ups, change of lifestyle (smoking, drug use, drinking alcohol, coffee) during or prior to planned pregnancy.

3. Discuss the importance of being aware of changes during pregnancy that might signal complications.

   a) "Minor" changes

      - long-term nausea which does not cease after the early stages of pregnancy
      - heartburn and indigestion
      - shortness of breath
      - leg cramps, circulation problems
      - other

   b) "Major" changes

      - swelling of legs and ankles
      - swelling of face and hands
      - blurred vision, dizziness
      - bleeding or discharge from the vagina
      - fever
      - abdominal pain or cramping
      - other

PART B: THE STAGES OF EMBRYO/FETAL DEVELOPMENT

The following information is intended only as a guide for situations in which the involvement of agency personnel is not possible and/or more detailed print or audio-visual resources have not been found.

1. Fertilization and Early Development

In the week following fertilization, the zygote, fertilized egg, travels down the fallopian tube. During this three-to-four day trip, the cell repeatedly divides itself into smaller cells although the total size of the original ovum remains. The first of these divisions occurs within one day after fertilization, and although at first the cells remain undifferentiated, they eventually will specialize to become the future organs of the baby, the yolk sac on which the embryo will survive for a time, and the sac which surrounds the embryo and fetus. At this stage the zygote may divide into two separate cells to produce identical twins. If the cells remain joined, Siamese twins may result. When the developing embryo reaches the uterus, it attaches itself to one of the walls, now thickened with blood in preparation for this event.

Implantation of the fertilized egg establishes pregnancy. The corpus luteum continues to produce progesterone to maintain the uterine wall and prevent development of new ova. After about three months, the placenta takes on the role of an endocrine gland and maintains the production of progesterone.

At first, the embryo receives nourishment from a yolk sac which was part of the original cell division. Then nourishment comes from materials diffusing from the uterine lining through the placenta. Transfer from the mother's blood vessels in the uterus to the baby's blood vessels takes place by diffusion in the placenta. After the development of the umbilical cord, however, nutrients and oxygen diffuse across the placenta and pass through veins in the umbilical cord to the embryo or fetus. Waste products make the reverse journey and diffusion. The blood of the mother and the baby do not mix, however, what the mother eats, drinks or smokes will be "shared" with the developing embryo or fetus.

2. Embryo and Fetus

There are a number of different theories regarding the points at which major changes occur in the development of the unborn baby. The following is one possibility:

Week 4: The embryo is about 8mm (1/3 inch) in length. A photograph taken of the embryo at this stage would likely show heart development.

Week 5: There is no change in length, but limb buds would now be apparent. At this stage, the embryo would be susceptible to diseases such as measles, and to harmful drugs (e.g., Thalidomide). The head makes up about a third of the size of the embryo.

Week 6: The embryo is a little over 1 cm long, and now "floats" within the amniotic fluid, protected from most bumps and temperature changes. The umbilical cord now does the job of nutrient and waste transference.

Week 8: The baby is now about 3 cm long and is at the point that many consider to be the transition from embryo to fetus. Real bones have begun to replace the cartilage which existed. For protection, the eyes are sealed shut.

Week 12: By this time, almost all the cartilage has been replaced.

Week 16: The fetus is now over 15 cm long, and recognizable as a human baby. The amnion is almost completely filled, the baby's first skin (to replace the membrane) appears.

Week 18: The fetus is now over 22 cm in length and may suck its thumb (feeding practice). It has become active and kicks and punches. (Ask students to interview their mothers about "embarassing times I kicked out before I was born".)

Week 22: By this stage, hair and nails have developed. A fingerprint taken at this time would reveal a unique identity.

Week 28: The fetus is now about 28 cm long and weighs about 1 kg. It is pressing against the membrane which surrounds it. The skin is covered with a type of cream which protects it from its long immersion in this salty environment.

From Week 28 to the date of birth, the fetus gains length, weight and strength, and begins to acquire short-term immunities from the mother.

Original source unknown.

Part C: The Process Of Birth

This section is intended as a back-up to the information supplied by quest speakers, or as basic information if such speakers are not available.

1. Introduction

Approximately 36 weeks after conception (fertilization), the developing baby is ready to be born. The exact number of days varies, and it is not uncommon for a baby to be born ahead of the due date (premature) or some time after. About two weeks before to the actual birth, however, there are signs that indicate the end of pregnancy is near.

a. There is a definite change in the shape of the abdominal area. The fetus, which has been located high in the abdomen, drops down into the pelvic region through a process sometimes referred to as "lightening". This may not occur with other than a first baby, or may occur during labour. The woman often feels more comfortable, digestion may improve, and breathing becomes easier.

b. Contractions of the uterus become increasingly more noticeable as the uterus begins to position the baby for delivery.

c. There is an increase in vaginal discharge which softens and lubricates the cervix in preparation for the baby's passage.

2. Signs of Labour

Not all women commence or experience labour in identical ways, but one or more definite signs occur.

a. The contractions of the uterus will be felt at regular intervals and with increasing levels of intensity and frequency.

b. The mucous discharge from the vagina increases and will become slightly blood-tinged.

c. The woman may feel regular pressure in the lower back area and bowels may move at frequent intervals or at unusual times.

d. Leakage or gushing of amniotic fluid (ruptured membranes).

3. Labour, Stage I

The first stage is from the start of regular contractions until the cervix has thinned out and opened in order to slip back over the baby's head. This is the longest part of labour. The muscles of the uterus do the work of contraction and the mother tries to relax as best she can between these contractions, which can require a great deal of effort.

At first, the contractions are mild, lasting about 30 seconds and then receding to reappear 20 to 30 minutes later at about the same or slightly increased intensity. Gradually, the time between contractions shortens steadily. In the case of a first pregnancy, this first stage of labour can last between 12 and 20 hours!

4. Labour, Stage II

After several hours of the involuntary contractions, the woman will usually feel an irresistible urge to push or "bear down" during contractions. The doctor or nurse tells her if the cervix has expanded to about 10 cm, and when she can begin the process of breathing, pushing and relaxing that assists in the delivery. During this stage, the baby moves gradually down the uterus through the cervix and the vagina, which have expanded to allow the passage of the baby. Sometimes it is necessary for the doctor to make a small incision to widen the opening through which the baby is delivered.

Many couples now prepare for the birth and share in labour and delivery stages of the birth. During pre-natal classes, parents learn the process necessary to assist in the delivery of the baby. The partner can act as a coach in the delivery room to assist the mother with relaxation or breathing during the delivery.

This second stage is usually much shorter than the first, and it is quite usual at this time for the amniotic sac to break and the fluid to drain through the vagina. For some women, this may occur very early--even before leaving for the hospital.

5. Labour, Stage III

The third stage is a very short one, from the actual birth of the baby to the delivery of the surrounding placenta or "afterbirth". The uterus continues to contract until the placenta separates from the wall of the uterus and is expelled through the cervix and vagina.

6. Breech Babies

Most babies are born head first (head presentation), which is the usual position. In about 4% of births, the child emerges feet or buttocks first, in what is termed the breech position. About 1% of babies will lie crosswise in the uterus in what is called the transverse position. In breech and transverse positions a trial labour is usually conducted to see if the baby will change position and/or the cervix will dilate completely. Many times a Caesarean delivery will be necessary.

7. Caesarean Delivery

If for some reason the baby cannot be born naturally through the cervix and vagina, the doctor may perform an operation to remove it through the abdominal and uterine walls. Reasons for Caesarean delivery might include:

a) the mother is ill and a prolonged labour would be a risk

b) a trial labour does not progress as expected for any number of reasons

c) there was a previous Caesarian delivery. Although a number of women having this kind of past history are attempting trial labour for a second baby this may not succeed and another Caesarian delivery would be the necessary alternative.

Part D: Multiple Births

1. Students take a great interest in twins and triplets. If you wish to expand this topic for enrichment, you may wish to involve:

a) Parents of twins or triplets, to talk about their experiences in raising two or three babies at once

b) Identical or fraternal twins, to discuss their experiences of being a twin

c) Science teacher, to discuss cell division and heredity.

Some Basic Information

1. A single infant usually develops from a fertilized ovum. The ovum commences growth dividing into two parts as soon as it is fertilized. Cell division continues in a doubling pattern until millions of cells with special functions are formed.

2. Sometimes the ovum splits into two ova, and each of these begins to divide and grow as a single unit. Thus, two embryos develop from the fertilization of one sperm, and the result is identical twins. Identical twins are always the same sex (because of the single sperm) and have very similar characteristics.

3. Fraternal twins result when two eggs are released at the same time, and each is fertilized by its own sperm. These ova will grow side by side in the uterus, but will likely be no more alike in appearance than any other two brothers or sisters. They can be of the same or opposite sexes.

4. In births of more than two, the babies may be identical, fraternal or both. In triplets, for example, there might be a set of identical twins and a brother or sister who is the product of a separate ovum and sperm fertilization.

5. Statistics vary, but there are some widely accepted numbers:

   a) Twins are born once in every 87 births.

   b) Triplets are born once in every 7000 births.

   c) Quadruplets are born once in every 57,000,000 births. (This gives you some idea of why the Dionne quintuplets were so famous.)

   d) With the use of new fertility drugs, these statistics are changing and the number of multiple births (especially of fraternal combinations) is increasing.

Student Activity

As an enrichment activity, have students research famous multiple births in history, or interview people who have experience of multiple births, either as children or as parents.

SEXUAL EXPRESSION AND MATURITY

1. Distribute the "Decision Points" activity to the students (see page 176.)

2. Ask them to complete the activity individually and then discuss the results in small groups or with the whole class.

3. Write on the blackboard: "Forms of Sexual Expression".

   a. Indicate that people express their sexual feelings in many ways, some of which may have been mentioned in the previous exercise.
   b. Ask students to work together in small groups and make a list of five to ten ways in which sexual feelings might be expressed.
   c. Have one student representative of each group report to the whole class, and list the items on the board.
   d. Ensure that the ideas described on page 111 of the curriculum guide are eventually included.

STUDENT ACTIVITY: DECISION POINTS

Sexual decision making does not involve simply whether or not two people will have sexual intercourse. In relationships and friendships, people are faced with a multitude of different types and levels of decisions.

Let's suppose that two people like each other a lot and have been going out together. Make a list of ten decisions--large or small--that they will have to make as time goes by.

Decision 1: Where to go on the first date?

Decision 2:

Decision 3:

Decision 4:

Decision 5:

Decision 6:

Decision 7:

Decision 8:

Decision 9:

Decision 10:

On a separate looseleaf page, answer the following questions about decision making:

1. "Each decision you make leads to the need for more decisions." What do you think this means? Give an example of how this occurs.

2. "When you don't decide, that IS a decision." Explain what this sentence means to you.

3. In our society it is usually the female who has to face much of the pressure of making sexual decisions in a relationship?

   a) Why do you think this is so?

   b) How do you personally feel about it?

4. In making sexual decisions, there is a real difference between "physical maturity" and "social/personal maturity".

   a) What do we mean when we say someone is physically mature enough for a sexual relationship?

   b) What do we mean when we say that someone is emotionally or socially mature enough for a sexual relationship?

   c) When people become involved in sexual relationships, what long-term consequences or decisions do they have to be prepared for?

ALTERNATIVES TO PREGNANCY

Note: In the Grade 7 human sexuality program, students receive basic information about types of contraception that are available but not about how each is used. That discussion is to occur in subsequent grades. Individual inquiries with regard to contraception, may be handled directly or by referral.

1. Discuss the fact that many married couples today are delaying a first pregnancy and limiting the sizes of their families.

2. Questions:

   a. Why might a couple decide not to have children right away?

      (Point out that some marriage counsellors feel that a couple need time to adjust to their "coupleness" before having to make the major readjustment of being parents as well.)

   b. Why are families getting smaller in North America? Why are people deciding to have fewer children? (Take a class survey of family sizes.)

3. As an additional activity, ask students to find out about the size of:

   a) their parents' families

   b) their grandparents' families.

4. In cases where a couple has decided that pregnancy is not in their plans, they have several choices available to them. Discuss:

   a) abstinence from sexual intercourse/genital contact as a 100% effective choice

   b) the many forms of contraception available to couples, some requiring medical prescription and others not.

5. Despite it being possible to avoid pregnancy, thousands of adolescent and adult couples face unwanted pregnancies each year. Why?

   The young people may be:

   a) too immature to consider the consequences of not using contraception

   b) ignorant of even the cause of pregnancy, let alone methods of contraception.

c) unable to communicate their desire to abstain from sexual intimacy

d) fooled by such self-delusive myths as:

- "It could not happen to me."
- "All you have to do is count the days between periods."
- "I can use my mother's birth control pills."
- "You can't get pregnant if you do it only once!...if you are under 16!...if you don't have an orgasm!...etc."

e) too embarrassed to speak to parents, doctor, or pharmacists about their level of sexual activity and decisions to be made.

f) unwilling to accept themselves as sexual beings who are going to act on their sexuality.

PUBERTY (REVIEW)

Note: Puberty was covered extensively in the Grade 7 curriculum and for some students in elementary school. However, because the human sexuality program is optional and fairly new, the backgrounds of students will vary considerably.

1. If you have not already done so, read the first eight pages of the Introduction to Theme V, on the role of parents and community resource persons and agencies.

2. If your students are receiving instruction on puberty for the first time, arrange for guest speakers and resources as suggested in Theme V, Sub-theme A, Grade 7.

3. If this is a review of puberty:

   a. Administer the pre-test on sexuality as found in the evaluation section of this manual. Discuss the answers to the test with the students, placing special emphasis on questions which seem to have been especially difficult for students.

   b. Review the concepts of pubertal change as outlined in Theme V, Sub-theme A, Grade 7, placing particular emphasis on the areas outlined on pages 104-107 of the curriculum guide.

   c. Ensure that students understand the role of the hormones in human sexual development.

      - pituitary gland and hormones:

        . important to both males and females
        . in both males and females, the pituitary sends a hormone into the bloodstream
        . in males, when the hormone reaches and acts upon the testicles, it causes those organs to produce an important hormone of their own--testosterone
        . in females, when the hormone reaches and acts upon the ovaries, it causes them to produce an important hormone of their own--estrogen

- testosterone:

  . produced by the testes and responsible for the "message" that causes the penis, testicles and scrotum to grow larger
  . also responsible for almost all other secondary sex changes such as growth of body hair, thickening of the larynx causing voice changes, increase of "oil" production in the skin, changes in perspiration, and so on

- estrogen:

  . produced by the ovaries and responsible for the messages that cause changes such as growth of body hair, enlargement of the breasts, increased oiliness of skin and hair, changes in perspiration
  . also responsible for important changes in the uterus itself, causing the lining of the uterus to go from having a very thin inner lining to a thick, spongy, soft lining capable of eventually receiving a fertilized ovum.

PHYSICAL CHANGE (REVIEW)

Note: This topic is in part a review of information covered extensively in Grade 7. New portions or special emphases have been noted.

1. Review information on the male and female reproductive systems, using pertinent information from Theme V, Sub-theme A, Grade 7.

2. The pre-test on sexuality noted in the previous section also serves as a review activity for this topic.

3. As part of the review (or after its completion), emphasize the following additional information areas:

   a) Breast Development and Function:

      - Invite a resource person from the local health unit to speak to the class on the topic.

      - Arrange a special session for females in the class to receive instruction on the importance of and procedure for breast self-examination.

   b) Menstruation Irregularities and Cycle Variations:

      - While both males and females have already had instruction about the process of menstruation, females in the class should have an opportunity to discuss special concerns and information related to menstruation, possibly at the same time as the breast self-examination activity. Discussion could also center on the care, maintenance and protection of the reproductive system.

   c) Problems Associated with the Male Reproductive System:

      - While the females are receiving information described above, the males can be instructed on testicular self-examination, both as to importance and method. (We hear a lot about breast cancer, but not many males realize the relatively high rate of testicular cancer in young males.) Discussion could also center on the care, maintenance and protection of the reproductive system.

SOCIAL/PERSONAL CHANGES AND MATURITY

1. Distribute the activity called "Things Teens Sometimes Worry About" (page 183), and have the students complete it individually.

2. You may decide to have the whole class discuss the answers to the activity, looking for common themes or emphases, or it may be more suitable in some classes to use the results as a basis for future class discussions.

3. Whether or not the activity is discussed openly, the following questions will serve as additional discussion/activity leaders related to the areas suggested on page 164 of the curriculum guide.

   a) Teens are sometimes self-conscious about physical appearance. What, in your opinion, are some of the most common physical concerns of people during adolescence? Do you think that media and advertising use these concerns to sell products? Explain.

   b) Another characteristic of post-puberty teens is a concern about "looking good" for self and others. Aside from physique or complexion, what do people do to increase the possibility of looking good? What look is "in" for you personally? Are you a trend-setter, a trend-follower or an individualist?

   c) Many young people are concerned about their sexuality; about being attractive to the opposite sex. What do you think attracts boys to girls in Grade 8? Girls to boys in Grade 8? Do you think the "rules" for attractiveness change as people mature? Are all people attracted to the same kinds of people, or is everyone attractive to someone else?

   d) Some young people experience conflicts between their personal values and group pressures. What kinds of personal values sometimes come under attack by others? What effect does self-esteem have on one's ability to resist pressure? How do others exert pressure on individuals? How can people cope with pressures if they wish to remain true to their own values? What roles do movies and TV play?

   e) Teens are said to be "victims" of tremendous mood variations. What are some of the "favorite moods" of the people you know in school? What do you think causes mood swings for young people? Some adults say that a teenager's favorite mood is depression. Do you agree? What would a 13 to 15-year-old have to be depressed about?

   f) Some young people are concerned about their sexual identity (knowing what it means to be male/female). Where do we learn what it means to be a male or female? How does the peer group assist us in learning to act "appropriately"? How might the peer group hinder us in learning to act "appropriately"? How might the peer group hinder us in establishing our own ideas of maleness/femaleness? What image of maleness or femaleness is sometimes portrayed in movies, television shows and advertisements?

STUDENT ACTIVITY 1: THINGS TEENS SOMETIMES WORRY ABOUT

Lately, a lot of people have been studying adolescents to find out what kinds of things they worry about. While the list below is not complete, the items do represent some of the most common things that concern teenagers. Read each item carefully, and then indicate how you react to it by checking off the blank space below the answer which closely resembles your feelings: SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree.

ITEM	SA	A	U	D	SD
1. I sometimes worry about whether I'll have a job in future.					
2. I am often worried about being too shy.					
3. I worry about my moods, and especially mood swings.					
4. I sometimes think I am not as good as other people.					
5. I think a lot about popularity and if I'm popular.					
6. I think I am better than others and brag about it.					
7. I am often self-conscious about physical appearance.					
8. I often feel as if my values are under attack.					
9. I worry about making good decisions for my future.					
10. I think about being attractive to the opposite sex.					
11. I sometimes feel different...too fat, short, etc.					
12. Jealousy seems to be one of my most frequent feelings.					
13. I am a chronic worrier.					
14. I tend to remain angry for a long time.					
15. I usually lose my temper very quickly.					

STUDENT ACTIVITY 2: MAKING CHANGES

One of the really exciting things about adolescence is that you are reaching the point in your life when your skills, experience and ambition will support you in making positive changes in your own life!

1. Select one of the items in the activity "Things Teens Sometimes Worry About" on the previous page for which you answered SA or A. These are items which may be causing problems for you.

2. On a separate sheet, and using the decision-making steps you have learned in this course, work on a solution to the question, "How could I reverse this statement or item about myself?"

3. Who could you get to assist you in finding possible solutions/steps, examining the consequences and taking action to make the changes you want?

CONCEPTION (REVIEW)

Note: Most of this sub-theme is a direct review of Theme V, Sub-theme B, Grade 7. If the classes have not had the opportunity to take the Grade 7 program, or if the pre-test given earlier indicates gaps in the student's knowledge, use the appropriate section of the Grade 7 portion of this manual to provide the information.

1. If necessary, briefly review the process of conception/fertilization. If you decide to go beyond a short review, consider the advantages of involving community resources and parents in the program as described in the introduction to this theme, and in the Grade 7 procedures.

2. The Grade 8 program includes the following additional information:

   a) Fertility awareness. After puberty males and females are biologically capable of producing children.

   b) Using resources supplied by the health units or similar agencies and/or community resources persons, describe the male and female response prior to intercourse and fertilization. (Provide biological information, but do not discuss sexual techniques.)

   c) Discuss the fact that sperm deposited near the entrance to the vagina may make its way into the vagina and eventually to the fallopian tubes where fertilization usually takes place. That is, pregnancy can occur even without intercourse.

3. In addition to the pre-test given earlier, the matching question activity on page 187 may be used for review or follow-up.

REPRODUCTION AND BIRTH (REVIEW)

1. Basically, the same procedure applies as in the previous section on conception.

2. In addition to the basic review of the processes of reproduction and birth, emphasize in Grade 8 the importance of the amniotic sac and its fluid:

   - to the developing fetus
   - as a substance that reveals many pieces of information on the fetus during its development. (Have the students do research on amniocentesis or invite a local doctor or biology teacher to come to the class to discuss this topic.)
   - the role of genetics.

3. The matching question activity on page 187 serves as a review for this section as well as for the section on conception.

STUDENT ACTIVITY: MATCHING EXERCISE ON REPRODUCTION

Match each term below with the sentence that best describes it. There are more sentences than there are terms. (Answer key on next page.)

TERMS

1. Caesarean
2. Conception
3. Seminal emissions
4. Fetus
5. Semen
6. Breasts
7. Hormones
8. Coitus
9. Menstruation
10. Genitals
11. Placenta
12. Labour
13. Ejaculation
14. Orgasm
15. Puberty
16. Embryo
17. Prostate gland
18. Menopause/ climacteric
19. Ovum
20. Ovulation
21. Epididymis
22. Breech birth
23. Fraternal twins
24. Penis
25. Cervix
26. Uterus
27. Umbilical cord
28. Vas deferens

DESCRIPTIVE SENTENCES

a. ____ chemical substances which bring about changes
b. ____ the female reproductive cell
c. ____ the male reproductive cell with extra fluids
d. ____ another word for sexual intercourse
e. ____ the "neck" of the uterus that opens into the vagina
f. ____ tightly coiled tubes next to the testes that store sperm
g. ____ twins that are identical in every way; from one ovum
h. ____ twins that have developed from two separate ovum
i. ____ the external sex organs, male or female
j. ____ periodic discharge of blood/tissue from the uterus
k. ____ interest in a person of the opposite sex
l. ____ the male sex organ through which sperm passes into the vagina
m. ____ another name for the womb; developing place for the baby before birth
n. ____ male gland that is located near the bladder and secretes fluid
o. ____ process of birth during which the baby is delivered feet or buttocks first
p. ____ the process of birth by which the baby is expelled from the body
q. ____ the conduit which transfers nourishment to the fetus
r. ____ the organ attached to the uterus that provides nourishment and oxygen for the developing embryo and fetus
s. ____ the tubes that deliver sperm to the penis
t. ____ the discharge of sperm from the penis
u. ____ the cessation of ova production and menstruation
v. ____ the highest point of sexual excitement
w. ____ fertilization of an ovum in the fallopian tubes by a sperm
x. ____ birth by abdominal operation
y. ____ discharge of semen during sleep
z. ____ a time of rapid growth and change
aa. ____ discharge of a female egg from the ovary
bb. ____ the first stage of a baby's development in the uterus
cc. ____ the second stage of development in the uterus
dd. ____ organs that provide nourishment to a newborn baby

KEY:

a. 7	k. --	t. 13
b. 19	l. 24	u. 18
c. 5	m. 26	v. 14
d. 8	n. 17	w. 2
e. 25	o. 22	x. 1
f. 21	p. 12	y. 3
g. --	q. 27	z. 15
h. 23	r. 11	aa. 20
i. 10	s. 28	bb. 16
j. 9		cc. 4
		dd. 6

INFLUENCES ON SEXUAL ATTITUDES AND DECISIONS

1. To introduce this activity, bring to class five or six advertisements that express attitudes towards sexuality, masculine-feminine roles, or sexual relationships.

2. Divide the class into groups of five or six, and give each group one advertisement to examine.

3. Mention that the attitudes we hold and the decisions we make with respect to sexuality and sex are often influenced by both internal (personal) and external factors. The advertisement is one example.

4. Give the groups the following tasks to perform:

   a) Discuss the advertisement and describe the kind of message it sends.

   b) List people, groups, or institutions (as many as possible) that may influence a person's ideas about sexuality or sex.

      (Check for: family, friends, peers, TV, movies, rock videos, books, advertisements, church/religion, society.)

   c) As a group, decide how each of these factors may be positive and/or negative in influencing our attitudes and decisions with respect to male/female roles, sexual behaviour, and so on.

5. Have each small group share its answers with the large group, and expand on the ideas presented. Encourage students to share examples of ways in which each of the factors might affect young people.

As an alternative approach, list the factors on the board and ask for examples of the kinds of attitudes that are being encouraged or promoted by each.

6. The next day, or in the following class, continue the process with a look at internal influences on attitudes and decision making.

   a) Discuss the fact that internal influences are equally important, even though our personal values and attitudes are influenced by external factors such as family and friends.

b) Share the following list of questions with the students, telling them that the questions represent a useful approach to considering any personal decision.

- How do I really feel about this decision?
- How will those I care about feel about this decision?
- What are my goals? What do I hope will happen?
- What effect might my decision have on the goals of others I care about?
- Does my decision respect the values of others around me?
- Do I value the decision I've made? Is it true to my stated values or beliefs?
- Is this decision based on "good" information?
- What consequences can I see coming from this decision (positive/negative)?
- Do I have any other options?
- Have I sought or received advice from people who can assist me or who care about me?

c) Discuss decisions that a person might have to make and for which the use of the questions above might prove helpful.

d) To conclude this section, ask the following question: "How important is self-respect when making decisions about sexuality, sex or relationships?" Have the class discuss the role of self-respect in decision-making and ways to build self-respect.

EXPLOITATION: DON'T BE A VICTIM

1. Distribute the activity sheet "Understanding Exploitation" on the next page and ask the students to answer the questions "yes" or "no".

2. When they have completed the assignment, tell them all the answers should be "yes". Discuss the sentences, indicating how they are examples of exploitation although the degree of severity differs.

3. Read the following case study to the class:

   "His parents had lent us their car for the day and we went for a drive in the country. When we got about twenty km away from town, he stopped the car and began to kiss me. When he tried to go further, I said "no", but he acted as if I had said "okay". He kept saying things like, "You must want to because you're dressed so sexy", or "Everybody else does it", and "We can't stop now because you're driving me crazy". I finally gave in, but now I feel terrible because I let myself get pressured into something I didn't want to do. I haven't seen or spoken to him since."

4. Discuss:

   a. How could the person in the story have used the skills she'd been taught about assertiveness in the Health and Personal Life Skills class to deal with the situation above? (For review of assertiveness, see Theme I, Sub-theme C, Grade 8 activities earlier in this manual.)

   b. What reply might she have given to each of the arguments used in the case study?

   c. It is always easier after the fact to say "I should have..." Can a person practise being assertive ahead of time to handle possible exploitation? Explain.

   d. Choose one of the statements in the exploitation quiz and write a brief description of ways in which the potential victim might assertively resist the problem or "defuse" it. Share your ideas with the class.

5. Although many of the examples deal with sexual exploitation, can students think of examples of exploitation that might occur:

   - in school?
   - on the job site?
   - in families?
   - among groups of friends?
   - in business?
   - other?

6. If people have been victims of exploitation, sexual or non-sexual, what agencies or resource persons might they turn to for assistance?

   (Family, friends, teachers, counsellors, minister, doctor, Better Business Bureau, police, Sexual Assault Centre.)

STUDENT ACTIVITY: UNDERSTANDING EXPLOITATION

A dictionary definition of the word "exploitation" is "an unjust or improper use of another person for one's own profit or advantage". In this regard, exploitation can occur whenever two or more people relate in families, at school, in business, or sexually.

Examples of sexual exploitation include actions like going out with someone to be close to his/her friend, as well as more serious actions like sexual assault, rape and emotional abuse.

Read each of the sentences below and decide in your own mind if each describes a case of exploitation. In the space provided, write the word "yes" or "no" to indicate your feelings.

_____ 1. To get a date with Susan, Brad lied, saying that he owned his own car.

_____ 2. Frank has a number of surefire lines that he uses on girls he's dating.

_____ 3. Leanne prefers to date only guys who do all the planning and organizing and pay all the expenses.

_____ 4. To sell more newspapers, the Bugtussle Gazette publishes close-ups of accidents and their victims on the front pages.

_____ 5. While Marianne was staying at her friend Glenda's house, Glenda's father grabbed and touched Marianne while the girls were supposedly asleep.

_____ 6. Each morning, a group of Grade 9 boys gathers outside the girls' washroom trying to look inside, saying suggestive things to the girls as they come out of the room, and sometimes pushing or pinching them as they go by.

_____ 7. The local newsstand carries a large variety of magazines showing explicit photos of males and females.

_____ 8. Knowing that he needed the job desperately, the boss often kept Jim working overtime without extra pay.

_____ 9. Never a very good student, Ellen often forced smarter but smaller girls to give her the answers to the homework before class.

_____ 10. Whenever going to a movie with friends, Bob always insisted on his choice; the others always gave in.

THEME V (OPTIONAL): HUMAN SEXUALITY
Sub-theme C: DECISION MAKING **GRADE 8**

On the reverse side of this sheet or on a separate sheet of paper, answer the questions below:

1. How would you tell someone to stop pressuring you if:

   a) you really liked him or her, aside from the pressure?

   b) you really didn't like him or her, pressure or not? Why would there be a difference?

2. Do television, movies, magazines or society in general sometimes seem to encourage sexual exploitation? Explain.

3. What do the terms "leading someone on" or "teasing" mean to you?

4. What are some things people can do to make it more difficult to be taken advantage of or exploited? How important is a person's feeling of self-esteem when it comes to resisting exploitation?

5. "If a couple have a relationship involving good communication, they will avoid exploitation." Do you agree or disagree? Explain.

AVOIDANCE OF PREGNANCY

Note: In the Grade 7 course, students discussed the reasons why couples choose to delay having children or choose not to have children. They also discussed abstinence and other methods of family planning. In most cases, they would not have completed a detailed study of contraceptive technology, which is part of the Grade 9 program.

1. Contact local or provincial agencies that deal with family planning issues and information. They will have the latest information and, hopefully, speakers or other support materials. (This manual does not contain specific, textual information on contraception because textbook facts become outdated very rapidly.)

2. Review the concept of delayed parenting.

   a) According to statistics in North America, the number of women having first births between ages 20 and 24 has dropped by almost 30% since 1970, while the number between ages 30 and 34 has increased by 66%!

   b) Each of the following may have had an impact on the trend towards delaying childbearing: money/careers, divorce, the women's movement, improved medical care.

   c) What are the advantages or disadvantages of:

      - couples choosing to wait until their 30's to have children?
      - a young couple waiting two or three years after marriage to have children?
      - choosing not to get pregnant while in high school?

3. Discuss the many choices available to couples who wish to avoid pregnancy.

	Abstinence	
Chemical	Birth control pill	
	Spermicide - foam	
	- jelly	
	- suppository	
	- sponge	
Mechanical	Cervical cap)	
	Diaphragm)	Most effective used
	Condom)	with a spermicide.
	IUD (intrauterine device))	
Natural	Rhythm	
	Sympto-thermal	
Surgical	Vasectomy	
	Tubal ligation	

(A list of contraceptive methods--in decreasing order of effectiveness--can be found on pages 169-170 of the curriculum guide.)

SEXUALLY TRANSMITTED DISEASES: AWARENESS

Note: The curriculum guide suggests that there should be different levels of discussion of sexually transmitted diseases in Grades 8 and 9. Teachers are asked to make Grade 8 students aware of the existence of sexually transmitted diseases and to discuss attitudes towards them. Grade 9 classes are to discuss more completely the causes, effects, symptoms and cures.

1. Contact local health units, medical personnel, or provincial sexually transmitted diseases clinics for the most up-to-date information. The manual does not contain textual information because of the rapid development of information and changes in statistics. Textbooks written before 1983, for example, contain no information on Acquired Immune Deficiency Syndrome (AIDS).

2. Using the materials collected from resource agencies, or through a visit by a member of the medical or health resource field, provide information on the following topics:

   a) A definition of sexually transmitted diseases.

   b) The types of sexually transmitted diseases present in society:

      - AIDS
      - Crab Lice (Pediculous Pubis)
      - Gonorrhea
      - Herpes Simplex II (Herpes II)
      - Monilial Vaginitis (Yeast Infection) (not always sexually transmitted)
      - Nonspecific or Nongonococcal Urethritis (NSU or NGU)
      - Syphilis
      - Trichomonas (may be sexually transmitted)
      - Venereal Warts (can be sexually transmitted)
      - Clamydia Trachomatis (NGU)

3. Discuss the following questions related to attitudes:
   a) How comfortable do you think most people are when talking about sexually transmitted diseases? Why do you think this is so?
   b) If you were sexually active, would you ask for an examination for sexually transmitted disease each time you went to the doctor for a check-up? Explain.
   c) Do you think that discussion of these diseases should occur in curriculum areas other than sexuality education? How should information concerning such diseases be made available to people?
   d) Are you aware of the following myths about sexually transmitted diseases?
      - If you've had it once, you're immune and can't get it again.
      - Even if you don't do anything about them, they just go away.
      - You cannot have more than one sexually transmitted disease at a time.
      - A small dose of penicillin is all that is needed to cure any sexually transmitted disease.

THE DECISION MAKING PROCESS

1. Briefly review the decision-making process as taught in Theme I, Sub-theme C, Grade 7 in the curriculum guide and in this manual.
2. Present the following activity on making lifelong decisions (Original source unknown):
   a. Ask each student to draw a vertical line down the center of a looseleaf page.
   b. Ask students to write the year of their birth at the bottom of the line, and the age to which they would like to live at the top. (Most will list an age from 60-150; a student who indicates "17" or "20" may be having problems.)
   c. Ask them to place a mark on the line indicating present age, and write age next to the mark.
   d. Ask them to place marks on the line indicating:
      i. the age at which they intend to start their first real job. Write the age and the type of job next to the mark.
      ii. the youngest age at which they would want to get married and write the age next to the mark. (If students write "NEVER", ask them to "humor" you by indicating a possible age but have them write the word "never" next to the mark.
      iii. the age at which they would prefer to be a parent for the first time. Next to the mark, write the age and the number of children wanted. (For those who again indicate "never", follow the above procedure.)
   e. In the space between the present age and the marriage and family ages, ask the students to write all or some of the things they would like to accomplish from <u>now</u> until <u>then</u> (travel, education, being independent, getting a car, etc.).
3. Using a calculator, poll the group re: average ages for first job, marriage, family, average life span, and number of children planned.
4. Discuss future occupational plans, and spend some time sharing what the students want to accomplish between Grade 8 and (Grade 12, university graduation, and so on).
5. Ask each student to place a mark on the line at approximately age 17. On that mark, have them each write PREGNANT or TEENAGE FATHER/ MOTHER. When the howls, boos, hisses and refusals die down, discuss:
   a) How would being a teenaged parent fit into your life goals?
   b) What other goals would have to be cancelled or postponed?
   c) What age points would be changed?
   d) What effects would this event have on your family?
   e) What new decisions would have to be made following the decision to become pregnant or, if you prefer, to be sexually active without using birth control methods?

ASSERTIVENESS: REVIEW PLUS

1. Review the information on assertiveness in Theme I, Sub-theme C, Grade 8, on page 89 of this manual.

2. Choosing on the basis of teacher interests, student enthusiasm and time available, use written "scripts" or role playing to apply the assertiveness approach to each of the following situations:

   a) You have a friend of the opposite sex whom you like, but you do not wish to date. This friend asks you to go to a movie but you are not interested. You want to make sure that your friend receives the message "no". As much as you respond negatively, however, your friend continues the pressure.

   b) Every morning, it's the same thing. You arrive at school just in time to have Jason pressure you to give him last night's mathematics homework.

   c) There you are, sitting at the BURGERBARN, having just paid $3 for your meal with a $20 bill. One of your friends, seeing this, asks for a "loan" of $5 "just until allowance time". You've been through this before with other people.

   d) You are struggling to complete a French assignment due tomorrow when several of your friends show up at your place to "come in and listen to records". No assignment means no chance to take part in the upcoming exchange trip.

   e) You have promised your parents that you would have only four or five people over on Friday night. Unfortunately, some extra people arrive carrying liquor and you know your parents would not approve.

   f) You've been dating someone for a long time, and things have been getting pretty serious. But now, he or she is putting new pressures on you to spend the weekend together. The excuse "my parents will find out" won't work because your boyfriend (girlfriend) knows that your parents are going out of town for the weekend and cannot be reached. You want to say no.

   g) Your friends have decided to skip school tomorrow afternoon. You disagree, feeling that (a) you'll get caught, and (b) it is important to you not to lose the trust of your parents or your own feelings of being trusted.

PUBERTY (REVIEW)

Note: The topic of puberty has been covered extensively in both Grades 7 and 8 and some students have discussed it in elementary school as well. Therefore, there may be little or no reason to repeat the content in Grade 9. If, however, there are classes that have not had previous instruction on puberty (the first year or so of curriculum introduction or school board approval at the Grade 9 level only), follow the procedure below.

1. If you have not already done so, read the first five pages of Chapter 5 of this manual on the role of parents and community resource persons and agencies.

2. Make arrangements for the appropriate guest speakers and for additional resources as outlined in Theme V, Sub-theme A, Grade 7.

3. Administer the pre-test on sexuality as found in the evaluation section of this manual. One or more of the activities included in this section may be suitable for additional instruction or as alternatives to the pre-test.

4. According to students' needs, use the Grades 7 and 8 sections of Theme V of the curriculum guide and chapter 5 of this manual to provide first-time instruction and/or review.

STUDENT ACTIVITY: MALE/FEMALE SYSTEMS: TRUE OR FALSE?

Indicate whether or not each of the following statements is true or false, by marking your choice in the blank provided:

_____ 1. If a female has not started menstruation by the time she's in junior high, something is wrong.

_____ 2. The urethra is the part of the male body that carries sperm out of the body.

_____ 3. Girls shouldn't exercise when they are menstruating.

_____ 4. The discarding of an egg from an ovary is called menopause.

_____ 5. The prostate, Cowper's and seminal vesicles are male glands.

_____ 6. Fertilization usually takes place in the uterus.

_____ 7. Eventually a male can use up all his sperm if he's not careful.

_____ 8. All the eggs a female can produce are already in her ovaries at puberty.

_____ 9. The male sex cell is the sperm.

_____ 10. Puberty occurs at the same time for all young people.

_____ 11. The ovaries release several eggs (ova) each month.

_____ 12. Seminal emissions are a sign that a boy/man is having impure thoughts.

KEY: (Cover for reproducing)

1. F (if not by age 16, a doctor might be contacted)
2. T
3. F (being in shape may reduce cramping)
4. F (ovulation)
5. T
6. F (in the fallopian tubes)
7. F (produced all through life)
8. T
9. T
10. F (unique for each individual)
11. F (usually one)
12. F (natural)

REPRODUCTION AND BIRTH (REVIEW)

Note: As in Sub-theme A, most of the information in this portion of the course has been extensively covered in Sub-theme B, Grades 7 and 8. If, however, you are teaching a group that has not taken sexuality education before, use the appropriate sections of the Grades 7 and 8 portions of this manual to present the basic information necessary.

If students have received previous instruction, follow the procedure below.

1. Briefly review the concepts of fertility awareness, sexual intercourse, conception, fetal development and birth, with particular emphasis on the stages of embryo/ fetus development.

2. Add new information and discussion on the importance of proper nutrition, diet, and health care during pregnancy.

3. This is a most opportune time to invite representatives from the local health unit, especially those who may be offering pre-natal classes to females or couples. Check with local medical clinics, hospitals, and health units for additional resource persons.

4. Place--or have your guests place--particular emphasis on the following topics:

   a) Appropriate nutrition during pregnancy. What does it involve? What should be included or eliminated? Are some types of food groups most essential during this time?

   b) Importance of early prenatal care and regular physical check-ups by a doctor. What exercise and fitness considerations are important during pregnancy? Are some activities not recommended for most women? Are some women more susceptible to potential problems?

   c) The effects of alcohol and other drugs (prescription and non-prescription) on the developing fetus.

   d) The effects of smoking on the developing embryo and fetus.

   e) The effects of communicable diseases and sexually transmitted diseases on the unborn baby.

   f) Rest and sleep requirements. Do they change during pregnancy?

5. A second focus on the Grade 9 theme is "menopause".

   a) Review the definition of menopause and its effects.

   b) Indicate that cessation menopause of the climacteric that takes place at middle age is sometimes called "change of life". What physical and emotional changes occur?

   c) Is there a similar event in male development?

   d) Why is there a particular need for family understanding during this time?

6. Discussion might deal with myths about reproduction.

   a) Ask students to think back to the things they thought were true about sex and pregnancy when they were small. Discuss:

      - the stork
      - the cabbage patch
      - buying baby at the hospital
      - kissing makes you pregnant.

   b) List some common myths and ask students to "set the record straight".

      - You'll never get pregnant if you have sex exactly 14 days after menstruating or just after your period.
      - If you don't enjoy sexual intercourse, you can't get pregnant.
      - If you take the pill, you can't get sexually transmitted diseases.
      - If you have sex only once, you can't get pregnant.
      - Standing up during intercourse or immediately after prevents pregnancy.
      - A male has to be careful or he'll use up all his sperm.
      - Once an erection occurs, it's dangerous not to ejaculate.
      - Everybody's "doing it" except me. (Statistics say, "Not even close!")
      - As long as the male withdraws just before ejaculation, the girl won't get pregnant.
      - Others supplied by students.

   c) Ask students how they think these myths were started.

   d) In what ways could the number of people who believe these myths be gradually or dramatically reduced?

   e) Assume that you are a parent. How will you make sure that your children do not grow up believing myths or everything that other children or adults tell them.

MATURITY

1. Briefly review the concepts of sexual expression as presented in Theme V, Sub-theme C, Grade 7, using the procedures described in this manual.

2. Review the concept of maturity as discussed in Sub-theme C for both Grades 7 and 8.

3. To add to the concept of maturity in Grade 9, use one or both of the following activities.

ACTIVITY 1: SOCIAL/EMOTIONAL MATURITY

1. Ask students to complete the chart below (1 for "strongly agree" and 5 for "strongly disagree").

2. Discuss the results with the students, and ask for their opinions as to whether or not the sentences are "good indicators of maturity".

3. Ask students to supply additional criteria that they might use to answer the question, "How will I know when I am mature?"

MEASURE OF MATURITY	STRONGLY AGREE -- STRONGLY DISAGREE				
	1	2	3	4	5
1. I make wise use of my time and energy.					
2. I am honest in my relationships with other teens.					
3. When given a task I don't enjoy, I persist until I have it done.					
4. I look for the positive side of people and events, rather than always focussing on the negative.					
5. I am tolerant of and listen to the opinions and ideas of others, even if I disagree with them.					
6. I am willing to set aside some of my own interests for the good of other people.					
7. I believe I have a system of values that I use to help me make decisions and live my life.					
8. I am willing to defend my opinions and take a stand on what I think is correct.					
9. I am honest in my dealings with adults, including parents, employers and teachers.					
10. In my dealings with other teens, I respect their rights and do not attempt to exploit their feelings.					

Adapted from Esther D. Schulz and Sally R. Williams. Family Life & Sex Education: Curriculum and Instruction. (New York: Harcourt Brace and World, 1968, 1969. pp. 139-140.

ACTIVITY 2: NEW DECISIONS

1. Ask the students to look back over their years in junior high school and share with the group some of the pressures that they think they had to face since they started Grade 7. For example, with students of the opposite sex.

2. Divide the decisions into categories: school subjects, friendships, behaviour, family, job-related, relationships with the opposite sex, etc.

3. Divide the class into small groups and have them consider the following:

   a) Which of the pressures listed are likely to continue into senior high school?

   b) What new pressures does the group think will be part of the senior high school experience?

   c) As a person moves from adolescence to adulthood, what new decisions will he or she have to make? What new pressures do people face?

4. Bring the students back into the larger group to discuss their answers.

5. Further questions to consider:

   a) Can the decision-making steps learned during the course be used to deal with all of the pressures and problems listed?

   b) What role do personal values and feelings of self-esteem play in dealing with the decisions and pressures?

   c) After one has left school, are there still people, groups or agencies that can help if one's problems seem to be getting out of control?

APPROPRIATE BEHAVIOUR

The following activity allows students to consider the question of establishing personal limits, particularly with respect to sexual behaviour.

1. Read the following information to the class, or make it available in printed form:

   Most teens seem to agree that having sexual relations with different partners "just for the fun of it", or for almost all other reasons, is an example of exploitation or abuse. It seems to make sex cheap and meaningless and is not for them. Most also agree that there is often a double standard associated with sexual behavior. Boys seem to be treated differently from girls with respect to sexuality. Most often if young people express an acceptance of a sexual relationship prior to marriage, it is in the context of a meaningful, long-term relationship.

   When two people feel a strong affection for each other, increasing desires for physical intimacy may become a part of the relationship. For many, the question of "going all the way" enters the discussion at some point. Often, there is no conscious decision; maybe no words are spoken, and things "just happen". This is often followed by feelings of guilt and anxiety, especially if the intercourse was unprotected. Very seldom do young couples deliberately sit down to discuss their feelings and the relationship; even less often do they discuss contraception if sexual intimacy involving intercourse has become a part of the relationship. Many young couples have had intercourse several times before deciding to either use some form of contraception or stop being intimate--usually after a "pregnancy scare".

   (Adapted from "Perspectives for Living Handbook" Edmonton: Edmonton Public School Board, 1978.)

2. Begin discussion with the following questions:

   a) Who should be responsible for setting the limits of sexual behavior in a relationship? Why?

   b) If you didn't want to be involved in a sexual relationship, how could you express this feeling in a positive way?

   c) How important are a person's feelings of self-esteem and self-respect in terms of setting personal limits?

   d) How would a decision to say "yes" to sexual intercourse coincide with your values and beliefs?

   e) What short-term and long-term consequences should a couple consider before making a decision about sexual intercourse?

   f) How can a person tell if the pressure to be involved sexually might involve exploitation by the other partner? (Threats, lines, exaggerations, etc.)

   g) If you want to say "no", why not just keep inventing excuses; e.g., "My parents will be home any minute!"?

   h) Others?

CONTRACEPTION

Note: In Grades 7 and 8, students were introduced to the concept of contraception through discussions of delayed parenting and basic awareness of types of contraception. In Grade 9, it is expected that students will have an opportunity to learn more about how the various types of contraception work, and the advantages and disadvantages of each.

1. Contraception technology is moving ahead so rapidly that specific current information cannot be provided in a teaching manual.

2. To ensure that students receive current and factual information, take the following initial steps:

   a) Contact local family planning programs and request speakers for your class. Most agencies have identified personnel whose role includes community education. These people are excellent sources of information for your students.

   b) In addition to guest speakers, arrange for a selection of current print resources for the classroom--not for each student--which may be used to do follow-up research or for information.

3. Distribute the chart on the following page. The chart may serve as a note-taking device during the classroom visit of agency personnel or as a research guide (less preferable, depending on availability of current resources).

4. After the visit and the general discussion of contraception, use the following questions as guides for additional discussion:

   a) Despite the fact that many teenagers know about the availability of contraception, why do you think that many choose not to use any methods at all? (See page 221-223 of the curriculum guide.)

   b) In discussions with females in homes for unwed mothers, researchers were surprised to find that some had gotten pregnant on purpose, sometimes lying to their boyfriends about being "on the pill". Why might a young woman decide to do that?

   c) Contraception seems to be plagued by more than its share of "myths". For example, some girls believe they can share birth control pills with their friends.

   d) Abstinence is sometimes the forgotten method of contraception. Why?

STUDENT ACTIVITY: CONTRACEPTION INFORMATION CHART

Complete the following chart on types of contraception (listed in order from effective to least effective) as the presentations are given in class.

TYPE	HOW IT WORKS	POSITIVE FEATURES	NEGATIVE FEATURES
1. ABSTINENCE			
2. STERILIZATION (tubal ligation, vasectomy)			
3. "THE PILL"			
4. IUD			
5. CONDOM			
6. DIAPHRAGM (with foam jelly)			
7. SPERMICIDAL FOAM/JELLY			
8. FERTILITY AWARENESS			
9. DOUCHE			
10. LEAVING IT TO CHANCE			

TEENAGE PREGNANCY

Note: Before discussing the topic of teenage pregnancy, teachers should contact local agencies, such as Health Units and Social Services for updated information since local policies and guidelines are subject to change. Students may ask questions on adoption policies, cost and availability of abortion, social service protocal, financial assistance available, medical risks of teenage pregnancy.

1. Distribute the chart, "Young and Pregnant: What are the Choices?" (page 210).

2. Ask the class to brainstorm a response to the question, "If a girl of junior or senior high school age discovered that she was pregnant, what choices would she have in Alberta?"

   Have one student call Student Legal Services (in Calgary or Edmonton) or a local lawyer to ask the question: "In the case of a teenage pregnancy, what rights does the father of the child have? What are his responsibilities to the mother and child?"

3. After receiving answers to the question of male responsibility, have the students work on the chart.

   a) In the first column, note the various choices available. (List them one at a time, completing the other three columns before adding more to ensure that enough space has been left.)

   b) In the second column, suggest some of the positive and negative consequences of each decision.

   c) In the third column, give your personal opinion about the "worth" of that particular choice.

   d) Take column four home to discuss with your family. (Parents are to be informed of the nature of the assignment and encouraged to talk with their child about their opinions.)

4. Once all the charts have been completed, discuss the answers as a group. Look for:

   a) the variety of consequences suggested as positives or negatives

   b) agreement or lack of agreement on the viability of the choices

   c) areas in which there may be a need to consider an adult perspective on consequences that students may have overlooked.

Additional "Enrichment" Activities

1. Invite a social worker who has had opportunities to deal with single teen moms and young teen parents. Ask her to share some personal observations and concerns with the students.

2. Have students pretend that in order for a couple to have a family, they have to come before a board to apply for a Parenting Permission Licence.

   a) Have each student write a real or fictitious list of reasons why they want to or deserve to be parents.

   b) Establish a jury of peers who will listen to the reasons and decide for or against each request.

   c) After several have made presentations, categorize the types of reasons given.

   Adapted from CURRENT LIFESTUDIES, (Teacher's Edition) Volume 4, No. 2, October 1980, p. 3. Adapted and printed with permission.

3. Invite a panel of parents into the classroom to discuss the new responsibilities that being parents for the first time brought to their marriage. If possible, arrange for these to be parents of fairly young (pre-school) children. They have recently gone through the experience and probably are thinking a great deal about this matter.

4. How much does it cost to raise a child?

   a) It is estimated that a working couple who decide to have a child and have one parent remain home to raise and care for that child until he or she is eighteen years of age, will forego approximately $300,000 of unearned salary during that period.

   b) Ask students to research, through discussions with parents or other sources, some of the financial considerations in child raising.

5. What qualities would students say are required of a "good" parent? Is a good parent someone who can provide for the emotional/social/intellectual needs of a child as well as financial needs?

6. Ask the students to describe a typical day in the life of a couple with a newborn baby; a one-year-old; a three-year-old; and a five-year-old. Compare their descriptions with actual situations as described by parents.

STUDENT ACTIVITY: YOUNG AND PREGNANT: WHAT ARE THE CHOICES?

Complete the chart according to your teacher's instructions. If you require additional space ask your teacher for a second chart.

CHOICE	THE CONSEQUENCES OF THIS CHOICE: POSITIVE AND NEGATIVE	PERSONAL OPINION	MY FAMILY'S OPINION

SEXUALLY TRANSMITTED DISEASES

Note: Although portions of this topic were covered in the Grade 8 curriculum, the Grade 9 content is intended to provide a more in-depth consideration of the types of sexually transmitted diseases, signs and symptoms, and treatments/agency supports.

1. The topic of sexually transmitted diseases is an important part of this sub-theme. Because of the need for current information both on the diseases and their symptoms, and effects and methods of treatment, no textual information has been included in this manual. Instead, teachers are advised to contact local and provincial sexually transmitted disease (social health) clinics in their region of the province for current medical information.

2. Teachers have indicated that local health units and provincial clinics have been invaluable in providing speakers for classroom presentations. THIS IS THE RECOMMENDED APPROACH.

3. In addition to the presentations to the class, the "Sexually Transmitted Diseases Information Chart" (page 217) is a good way to keep track of speaker information or student individual or group research on each of the diseases covered.

4. Topics/diseases to be covered include:

   - AIDS
   - Chlamydia
   - Crab Lice
   - Gonorrhea
   - Granuloma Inguinale (Optional: rare in North America)
   - Herpes Simplex II
   - Monilial Vaginitis
   - Nonspecific or Nongonococcal Urethritis
   - Syphilis
   - Trichomonas
   - Venereal Warts
   - Infertility, as a result of untreated gonorrhea or chlamydia.

5. Discuss with students:

   a) How to avoid getting STD's
   b) Where to go if you suspect you have one and
   c) medical practice re: confidentiality.

6. On completion of the basic medical/biological information, make sure that students are aware of:

   a) the names and locations of medical clinics and agencies
   b) the importance of recognizing changes in all parts of the body, not only for sexually transmitted diseases, but for overall health considerations.

7. An example of possible pre-test or post-test material is located in the evaluation section of this manual.

STUDENT ACTIVITY: SEXUALLY TRANSMITTED DISEASES INFORMATION CHART

Complete the following chart, using information provided by your guest speaker or through in-class research. You will need more than one chart to gather all the information.

DISEASE	CAUSE	TRANS-MISSION	SYMPTOMS IN MEN/WOMEN	COMPLICATIONS	DIAGNOSIS	TREATMENT

GLOSSARY

The following terms may appear in the activities, pamphlets or other materials used by the teacher or resource persons. This glossary is not intended as a student list to be reproduced for notebooks, but as a reference guide for the teacher who may choose to share selected definitions with the class.

ABSTINENCE: Refraining from or avoiding participation in genital sexual intercourse.

AMNIOCENTESIS: The surgical insertion of a hollow needle through the abdominal wall and uterus of a pregnant female to obtain amniotic fluid for the determination of sex or chromosomal abnormality.

AMNION: The thin membrane forming the closed sac that surrounds the unborn baby within the uterus and contains amniotic fluid in which the fetus is immersed.

ANDROGEN: A hormone producing masculine sex characteristics having an influence on body and bone growth and on the sex drive.

BARTHOLIN'S GLANDS: Two tiny glands in the female, located at either side of the entrance to the vagina.

CAESAREAN SECTION: Delivery of a child through a surgical incision in the abdominal and uterine walls.

CERVIX: In the female, the narrow portion of the uterus that forms its lower end and opens into the vagina.

CIRCUMCISION: Surgical removal of the foreskin or prepuce of the penis.

CLIMACTERIC: The syndrome of physical and psychological changes that occur at the end of menstrual function (reproductive capability) in the female and reduction in sex-steroid production in both sexes. More commonly referred to as menopause.

CLITORIS: A small, highly sensitive organ in the female, located just above the urethral opening.

COITUS: Sexual intercourse between male and female in which the penis is inserted in the vagina.

CONCEPTION: The beginning of a new life, when an ovum (egg) is fertilized by a sperm, resulting in the development of an embryo.

CONDOM: A contraceptive device used by the male, consisting of a rubber (or similar) sheath drawn over the erect penis prior to coitus.

CORPUS LUTEUM: A yellow mass in the ovary formed from a ruptured follicle (from which an ovum has been released), that secretes the hormone progesterone.

COWPER'S GLANDS: Two glands in the male, one on each side of the urethra near the prostate, which with an erection produce a pre-coital fluid which passes through the urethra prior to ejaculation.

DIAPHRAGM: A rubber (or similar) contraceptive used by women that is specifically shaped to fit in the vagina to cover the neck (cervix) of the uterus like a cap.

EJACULATION: The expulsion of male semen from the penis.

EMBRYO: The unborn young in its earliest stages of development--approximately from one week following conception to the end of the second month.

ENDOCRINE GLAND: A gland that secretes its hormones directly into the blood-stream.

EPIDIDYMIS: The coiled tube that lies alongside each testes in the scrotum and stores the sperm during maturation. This tube connects the network of sperm-producing tubules in the testicle with the vas deferens (sperm duct).

ERECTION: The enlargement of the penis or clitoris, usually as a result of sexual excitement. The enlargement is caused by the filling of cavities within the organs with blood.

ESTROGEN: A steroid hormone producing female sex characteristics and affecting the functioning of the menstrual cycle.

FALLOPIAN TUBE: The oviduct or egg-conducting tube that extends from each ovary to the uterus.

FERTILIZATION: The union of egg (ovum) with sperm which results in conception.

FETUS: In humans, the unborn young from the third month after conception until birth.

FOLLICLE: The small sac or vesicle near the surface of the ovary that contains a developing ovum.

FRATERNAL TWINS: Two offspring developed from two separate ova and two separate sperms, usually at approximately the same time.

GONAD: A sex gland: the testicle in the male; the ovary in the female.

GRAAFIAN FOLLICLE: A small sac or pocket in the ovary in which the ovum matures and from which it is discharged at ovulation.

HORMONE: A chemical substance produced by an endocrine gland that has a specific effect on activities of other organs of the body.

HYMEN: A fold of skin that partly covers the external opening of the vagina.

IDENTICAL TWINS: Two offspring developed from one fertilized egg and one sperm.

INTERSTITIAL CELLS: Specialized cells in the testicles that produce the male sex hormones.

INTRAUTERINE DEVICE (IUD): A small plastic or metal device that when fitted into the uterus, prevents pregnancy.

LABIA MAJORA AND LABIA MINORA: The outer and inner lips of the female external genitals (vulva).

MASTURBATION: Self-stimulation of the genitals (male or female) through manipulation.

MENARCHE: The onset of menstruation in the female, occurring during puberty and sometimes seen as the beginning of actual adolescence.

MENOPAUSE: See CLIMACTERIC.

MENSTRUATION: The discharge of blood from the uterus through the vagina that normally recurs at approximately four-week intervals between menarche and menopause. The discharge represents the lining of the uterus that has been thickening in preparation for a fertilized ovum attaching itself to the uterine wall.

MISCARRIAGE: Spontaneous expulsion of a fetus from the uterus.

NOCTURNAL EMISSION: An involuntary male orgasm and ejaculation of semen during sleep. Commonly called a "wet dream".

ORGASM: The peak of sexual excitement in sexual activity.

OVARY: The female sex gland in which the ova are formed.

OVULATION: The release of a mature, unfertilized ovum from the ovary.

OVUM: An egg; the female reproductive cell corresponding to the male sperm.

PARTURITION: Commonly known as labour, the process of giving birth.

PENIS: The male sexual organ (external) of urination and intercourse.

PITUITARY GLAND: Known by some as the "master gland" and located near the brain, it is responsible for the proper functioning of all the other endocrine glands, including the sex glands, the thyroid and the adrenals. The gland that begins the process of puberty.

PLACENTA: The organ that connects the fetus to the uterus and hence to the mother by means of the umbilical cord, and through which the fetus is provided nourishment and oxygen, and through which it eliminates waste products. Afterbirth.

PRECOITAL FLUID: Alkaline fluid secreted by the Cowper's glands that lubricates the urethra for easier passage of semen. This fluid can contain sperm.

PROGESTERONE: The female hormone that is produced in the corpus luteum and whose function is to prepare the uterus for the reception and development of a fertilized ovum.

PROLACTIN: A hormone secreted by the pituitary gland that stimulates the production of milk in the breasts.

PROSTATIC FLUID: A highly alkaline, thin milky fluid produced by the prostate gland that makes up a major portion of the male semen.

PROSTATIC GLAND: The prostate gland that surrounds the urethra and the neck of the bladder and secretes a fluid which carries the sperm during ejaculation.

SCROTUM: The pouch suspended from the groin that contains the male testicles and their accessory organs.

SECONDARY SEX CHARACTERISTICS: The physical characteristics--other than the external sex organs--that distinguish a male from a female.

SEMEN: The secretion of the male reproductive organs that is ejaculated from the penis during orgasm and which contains sperm cells.

SEMINAL VESICLES: Two pouches in the male, one on each side of the prostate, behind the bladder, that are attached to and open into the sperm ducts.

SEX HORMONES: Substances secreted by the sex glands directly into the bloodstream, e.g., androgens (male) and estrogesn (female).

SEXUAL INTERCOURSE: Sexual union of a male and female in which the penis is inserted into the vagina; coitus.

SPERM: The mature male reproductive cells capable of fertilizing the female egg and causing impregnation.

TESTICLE: The testis (plural: testes); male sex glands which produce sperm.

TESTOSTERONE: The male testicular hormone that induces and maintains the male secondary sex characteristics.

UMBILICAL CORD: The flexible structure connecting the fetus and the placenta.

URETHRA: The duct through which the urine passes from the bladder and is excreted outside the body. In the male, the urethra is also used to pass semen to the outside of the body.

UTERUS: The hollow, pear-shaped organ in females within which the fetus develops.

VAGINA: The canal in the female, extending from the vulva to the cervix, that receives the penis during intercourse and through which the baby passes at birth.

VAS DEFERENS: The sperm ducts in the male leading from the epididymis to the seminal vesicles and urethra.

VULVA: The external sex organs of the female, including the labia majora and minora, and the clitoris.

X CHROMOSOME: A sex-determining chromosome present in all of a female's ova and in approximately half the male sperm. Fertilization of an ovum by a sperm having an X chromosome will result in the conception of a female (XX).

Y CHROMOSOME: A sex-determining chromosome present in half of a male's sperm. The fertilization of an ovum by a sperm having a Y chromosome will result in the conception of a male (XY).

ZYGOTE: The single cell resulting from the union of two cells (ovum and sperm) at conception.